

On Dit



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The Finances Of Our Universities

by the Vice-Chancellor, Mr. H. B. Basten

Education is a matter which, under the Australian Constitution, is a responsibility of the State Governments and until 1951 there was no direct aid given to any form of education by the Commonwealth Government. Indirectly the Universities in the States received some aid from the provisions of the Commonwealth Reconstruction Training Scheme.

For example, it was under the provisions of this scheme that the Commonwealth Government lent money to the States for the erection of buildings to receive the flow of ex-servicemen into the Universities; the loans were cancelled a few months ago.

By 1950, it became clear that although the numbers of ex-servicemen attending universities under the provisions of the Commonwealth Reconstruction Training Scheme were falling away, there was not going to be much of a fall in the total number of students attending the universities. The indirect aid associated with the Commonwealth Reconstruction Training Scheme was diminishing and there seemed to be nothing that could possibly replace it except further Commonwealth aid in some new form.

The Commonwealth Government appointed a Committee to study the situation. This Committee produced an interim report which was never published but which gave

rise to the first State Grants (Universities) Act which came into being in 1951. No final report was made by the committee, but subject to occasional amendments, the State Grants (Universities) Act continued through the years and was still in operation when the Murray Committee began its work in 1957.

The general principle adopted by the Act was that the Commonwealth Government would pay to the States for the aid of Universities a sum of £1 for every £3 which the Universities received from the total of State Government Grants made to them and the fees they collected. The amount of Commonwealth money which could be attracted in this way was subject to a maximum. No Common-

wealth money was available for capital expenditure. In 1951 the total amount of the Commonwealth contribution to Universities was a little over £1,000,000 but by 1957 the amount had been rather more than doubled. It is necessary to bear in mind that the value of money fell between 1951 and 1957.

The scale of the grants made by the Commonwealth Government to Universities became during this period a powerful influence on the financial situation of most Universities. The Commonwealth grant did not and, of course, could not under the Constitution, provide for any minimum or maximum grant to be made by a State Government to a University.

MURRAY COMMITTEE RECOMMENDATIONS

It did, however, afford a rough standard by which the scale of aid provided by State Governments was, in practice, judged. Its introduction allayed the sense of anxiety which was troubling the minds of many people before 1951. The occasional increase in the size of the Commonwealth's contribution were matched more or less by the grants of the State Governments and it was not until 1956 that it was fully and widely understood that the Universities were not well furnished with staff, equipment and buildings for their tasks and were very far from prepared to receive the growing number of students they would have to accept from 1957 onwards.

The response of the Commonwealth Government was to appoint a committee under the chairmanship of Sir Keith Murray to investigate the

situation of the universities and to make a report. The Murray Committee found that the biggest problem facing the universities of Australia was financial and its recommendations for increasing the income of the universities were a principal feature of its report. Their recommendations were adopted without any important modification by the Commonwealth Government.

They introduced entirely new features into the finance of universities by providing for Commonwealth Government aid towards capital expenditure and by proposing that a standing committee should be appointed to perform functions similar to those of the University Grants Committee in England.

The main immediate proposals of the Murray Committee's report were as follows. First of all, the existing basis for

Commonwealth grants was to be continued for a period of three years, that is to say from 1958 to the end of 1960. The maxima however, were to be increased by ten per cent. in each of the three years. The second grant provided for the payment of higher salaries to the staff of the Universities. Both these payments required the State Governments to make grants of £3 in order to attract £1 of Commonwealth aid. The third grant recommended by the Murray Committee and accepted by the Commonwealth Government was known as the Emergency Grant and this was intended to remedy the deficiencies which had developed during the preceding years. This particular form of grant did not require the State Governments to make any contribution as a condition for attracting Commonwealth aid.

Finally, the Murray



Courtesy of "The Advertiser."

The Vice-Chancellor, Mr. H. B. Basten

THIS SPECIAL ISSUE

In this Special Edition, "On Dit" has presented some facts and comments on the policies of universities and also some facts, experiences and comments on the Volunteer Graduate Scheme to Indonesia.

Many of these articles have been taken from other publications, but the content of these should be of interest to most readers of "On Dit".

The article appearing on this page, written by the Vice-Chancellor, Mr. H. B. Basten, is based on a lecture he gave to the recent Science Faculty Bureaux Seminar in Adelaide, and was written specially for "On Dit".

This year the editor intends to produce a magazine, similar to the N.Z. Capping Books, containing similar material to that appearing on the centre spread of this Edition.

Committee examined the buildings of the various universities and made recommendations for specific additions to those buildings. It recommended, and the Commonwealth Government approved, an arrangement whereby the Commonwealth Government would provide one-half of the cost of the new buildings if the State Government agreed to provide the other half. These are the main provisions of the Commonwealth Legislation which followed the recommendations of the Murray Committee.

They are certainly beginning to make a very appreciable difference to the financial situation of the Universities, especially in those States

where the State Government have been willing and able to make in full the additional grants which the Commonwealth Legislation contemplates. It is this particular aspect of the legislation which has begun to arouse criticism.

It is being argued, notably by Messrs. Binns and Bellis of Tasmania, that the principle of requiring State Governments to increase their expenditure on Universities, in order to attract additional Commonwealth aid, is unsound. They argue that in a State with a small population the amount which the State Government has to find may be very much higher per head of population than is the case in

the more populous States. I am not sure that their conclusions are wholly acceptable. But arguments of this kind do lead directly to the last matter which I want to discuss. This is the fundamental question underlying every financial provision for Universities. The question is "How much ought Australia to be spending on Universities?"

I know that the question is extremely difficult to answer. Nevertheless it is one that cannot be escaped and is in fact faced by every State Government and by the Commonwealth Government when they bring down budgets making any provision for grants to universities.

BRITISH ACTION ON PROBLEM

There is more than one approach to the question. In the first place, there is the attitude widely held in the United States of America that a university education is a desirable thing to have and therefore it is proper to try to put it within the reach of every citizen of the appropriate age. Then there is the British attitude which seems similar to that of Russia and most other countries in Europe.

Soon after the end of the last war the British Government made a very determined effort to predict (particularly in the sciences) the number of graduates which the country would need for the maintenance of its economy in the years to come. This approach clearly implies that the British, and those who do as they have done, think that expenditure on universities should be determined broadly by consid-

eration of the needs of the community and the economy.

The British University Grants Committee certainly endeavours to take considerations of this kind into account in distributing the money which the Treasury makes available for British Universities. We, in Australia, appear to adopt an attitude which contains some element of the British and some element of the American attitude.

It is, I think, fairly widely accepted in Australia that those who are not capable of benefiting academically from university work have little claim to receive a university education. This attitude accounts for the widespread uneasiness about the failure rate in Australian universities. On the other hand, it is commonly accepted by

members of the Australian public that no person capable of benefiting academically from a university education should be denied the opportunity to receive it.

In its extreme form, the American attitude appears to regard higher education as an amenity which it is pleasant to give and pleasant to receive and which for reasons of benevolence and democracy should be enjoyed by as many as possible, irrespective of their academic capacity. This, I think, is a hazardous attitude towards university education, because it carries an implication that if life ever becomes really hard, then the distribution of this and other amenities will be among the first things to suffer. Few thoughtful Americans share the attitude in its extreme form.

LACK OF GRADUATES

Despite the fact that the British have not had outstanding success in their attempts to predict the needs of the nation for graduates of different kinds, I think that broad predictions ought to be attempted. They are difficult to make in any society and particularly difficult in a free society.

In Australia, however, a country which is growing fast both in population and in economic activity, accuracy of prediction may not be supremely important. We can be reasonably sure, as long as this growth continues, that we shall not produce more graduates than the country needs, though encouragement to embark on certain studies may be necessary. Our greater danger is likely to lie in our failing to produce enough people with

first and higher degrees to meet the national need.

The facts and questions which I have discussed are among those which face Sir Leslie Martin and his new Universities Commission at the beginning of their work. The Commission faces the

problem of deciding how much it should urge the Commonwealth Treasury to provide for the universities. Finally, it is under a statutory obligation to pay attention to national needs in tackling its tasks. We must obviously wish it well.

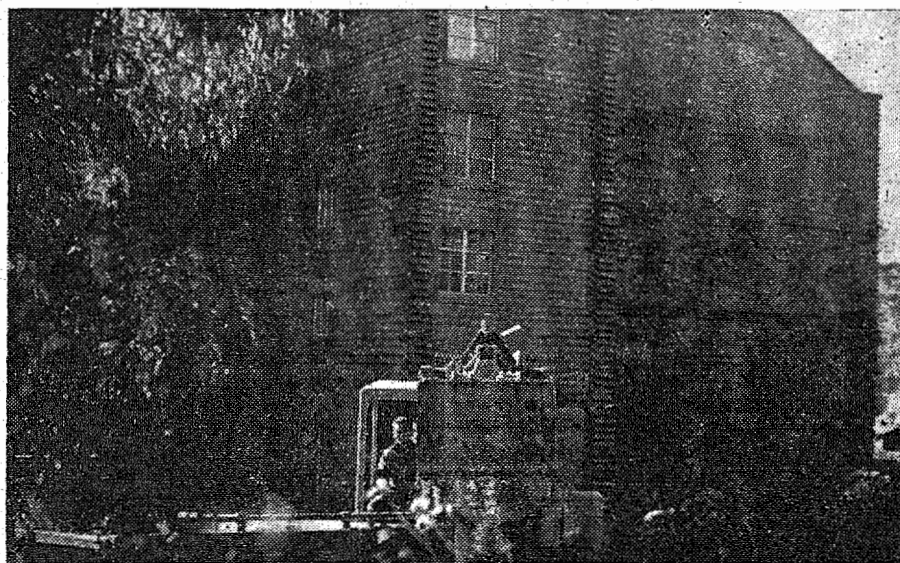
RHODES ENTRIES

Entries for the Rhodes Scholarship for 1960 will close on September 1 next with the Honorary Secretary of the South Australian Rhodes Scholarship Selection Committee at the University.

The annual value of the Scholarship is £750 Sterling, but it is possible under certain conditions for the suc-

cessful candidate to have this amount supplemented each year.

Application forms are available now. Intending candidates should secure them from the Registrar's Secretary. They should also make an appointment to see the Registrar personally.



The Barr-Smith extensions, one of the first developments to come out of the Murray Report.

The North Terrace Building

The announcements in the daily press of the two building additions to the university have brought high praise and much pleasure. Both are the outcome of the universities financial policy and the great need in Australia for graduates and the subsequent need for increased accommodation in the universities' halls of learning.

The Faculties of Arts, Economics and Law will benefit immensely from the increased cohesion each Faculty will take on when it finds its offices, lecture theatres and tutorial rooms under the one roof. The administrative and academic problems now experienced by the Faculties will be greatly simplified by the greater space available, the more modern surroundings and facilities which will no doubt come with a more modern building.

The building will be within easy walking distance of the Public Library, the Richmond, the city coffee lounges, Coles Cafeteria, the North Terrace lawns, the city bus routes, the city law and accounting offices, and the city Business Houses. This will be greatly to the advantage of students who are part-time, who like to sit and drink coffee, eat reasonable lunches, sit on lawns, drink ale, who either do not have cars or are not allowed to park within the University grounds, and also to any enterprising New Australian who thinks of setting up a large and relatively cheap coffee lounge at the west end of Pulteney Street.

Further, those North Terrace buildingites who wish to come in contact with any of the students who are not studying any of the Humanities, will not have to walk that far to the Barr-Smith or to the Refectory. They will only have to walk about as far as Medical School students do now.

Despite this segregation of Arts-type students from Science-type students, the universities prime national aim of producing graduates will, of course, be maintained, since that was no doubt one of the purposes of having these new buildings planned. At the same time those students who have the time to take an interest in other things besides studies, wine, women and/or men and song, will all be together, making for much esprit de corps and all that. This will doubtless bring about a certain amount of disgusting enthusiasm, and the intellectual extra-curricular life of this university might not be quite so apathetic.

Yes, prima facie, the university life of this institution looks very bright, but the big question is whether the University as a complete entity will move too far towards the American trend which Archibald MacLeish deplors.

THOUGHT FOR THE DAY:
"A university should be a place of light, of liberty and of learning."
—Benjamin Disraeli, Speech, House of Commons, 11th March, 1873.

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THE UNIVERSITIES' "BRAIN-WASHED SLOBS"

By John G. Jenkin

The question has often been asked: "What can the University do to encourage more students to take part in extra-curricular activities (hereafter e.c.a.)?"

Before this can be answered, several associated questions need to be discussed.

First, are e.c.a. a necessary part of everyone's University education? Not very many years ago there existed a great difference of opinion regarding their importance among University students, due mainly to the very different approaches adopted towards e.c.a. by secondary schools, the colleges on the one hand, and the high schools on the other, the former including sports, hobby, cadet and scout, assembly periods in their 9-4 programmes; the latter including none of these.

Background

However, I understand that in more recent years the high schools have to some extent followed the colleges in this respect, and I believe this to be not only a good, but very necessary change. This general recognition of the value of these e.c.a. in the building of a graduate with a character, as well as a saturated brain box, has extended almost automatically to the University, where the esteem in which the Rhodes scholarship is held, seemed to be the only indication of the importance of e.c.a. at all. A very small percentage

of students even continue their studies beyond the Honours or even ordinary degree level, and most well paid jobs outside the University, in contact with people, and containing problems for which no set of 1959 lecture notes will have a solution. E.c.a. will provide a background of experience which will prove invaluable.

I will not elaborate further on the obvious advantages of e.c.a., except to discuss the reason for which I feel they become in our modern University not only good or beneficial, but completely necessary to every undergraduate. It is the old cry of too much specialisation.

This cry is to me indicative of people who will not face up to the fact that if we are to make any significant contribution to modern fields of learning or even to reach the frontier of modern knowledge on any topic, specialisation is essential; for the days of knowing everything there is to know about all things from Greek to prestressed concrete are gone. The point is that, having

specialised during the day, it now becomes imperative for everyone to find time to take part in some e.c.a. which will give them a broadness of outlook which their studies now, by the very nature of the 20th Century in which we live fail to provide.

Mr. Jenkin is the President of the S.R.C. and a third year Science Student.

For all these reasons, and many others as well, extra-curricular activities should become an integral part of every University undergraduate's programme.

I feel, optimistically, that most students realise this, but, because of reasons which I now propose to discuss, never seem to get around to enjoying them; whence the much maligned apathetic student.

There is no doubt that at present only the fanatical or near fanatical student really gets to grips with a wide spread of extra-curricular activity, often at the expense of studies, while the person who would like to play hockey or would like to join the Science Associa-

A True University — What Is It?

by Archibald MacLeish

Anyone who wanted to measure the distance between the first decade of this century and the sixth could hardly do better than to read Woodrow Wilson's speeches and articles on education. They make two major points: that "the American University" must have a purpose; and that the Purpose should be the training of the young for American life, for the nation's service. Fifty years ago it was the Purpose that was controversial; today it is the nation's service. Fifty years ago it was ten-year-old indulgence with which I listened to Mr. Wilson on the nation's service in the chapel of the Hotchkiss School. I feel no such ease when I hear my contemporaries today proposing that the education policy of our universities and colleges should be dictated by the nation's needs—or, more precisely, by what the nation takes to be its needs.

Mr. Wilson's first point has merely lost interest with the passage of time as points so commonly do. It took courage — some would say, brashness — to argue in 1909 in Sanders Theatre at Harvard that American universities should have, not merely purposes, but a Purpose. President Eliot's "elective" revolution had established itself as the ruling regime in Cambridge and President Eliot's revolution had been a revolution against purposeful education — at least against purposeful education with a large P.

To tell the Cambridge audience of July 1, 1909, that "we have fallen of late into a deep discontent with the college and the life of the undergraduates of our universities" was scarcely to win hearts. And when Mr. Wilson went on to his specific charges he was plucking hair from the prophets beard: "The evident fact is that, we, have now for a long generation devoted ourselves to promoting changes which have resulted in all but complete disorganisation. . . ."

"The process is familiar to everyone by which the disorganisation was brought about. It centred on introduction of the principle that the student was to select his own studies from a great variety of courses. . . ."

Outlived

It would take no courage whatever to say things like these in Sanders Theatre today; the difficulty would be to hold an audience together to hear them. Even Cambridge has accepted the truth of Professor Werner Jaeger's statement in the introduction of his "Paideia" that education is informed by "the deliberate effort of human

knowledge and will to attain a known end."

Education cannot be passive without betraying itself; and Harvard, which has outlived mistakes before, outlived the elective system. None of us now protest very vigorously against compulsory courses in General Education though General Education has behind it the most purposeful kind of purpose. We may not agree among ourselves in Cambridge as to the precise nature of the great tradition to which we expose our students in these courses — whether, for example, it is Christian or not — but we are quite united in the conviction that the exposure is necessary.

Wilson

Mr. Wilson's great educational objective preparation for the service of the nation, has a different sound in our ears than it had in the ears of his listeners in that happy far-off time before the First World War. When Mr. Wilson used that phrase he was thinking and his listeners with him of the duty of the colleges and universities to turn out people like Elihu Root and Henry L. Stimson — men capable of taking their places in that society of men which the nation then was, and serving it by leading it.

When we read the phrase today we think of something very different; the alleged duty of the colleges and universities to turn out people with certain specialised skills — in physics, say, or in chemistry, or in engineering — which the nation as Nation finds it needs; not to lead it, but to work for it. We do not, in consequence, react as Mr. Wilson's audiences reacted in 1902 and 1909. Then the declaration of these con-

victions, among others, made the president of Princeton a public figure with an enormous following.

Today, some of us, at least, find this definition of education purposes inadequate, and even mischievous.

No one doubts, I suppose, that the Nation's need of specialists is real and may be critical, but there are those who think that an educational policy founded on the satisfaction of needs of this kind is hardly worthy of an American university or of the free society it serves.

This article is republished from the student newspaper of the University of Otago, "Critic," May 5, 1959.

Dr. MacLeish is a celebrated American educator and philosopher. In considering some fundamental principles of university education, Dr. MacLeish deals largely with the situation in the U.S. but the article may well apply to universities in Australia, just as the editor of "Critic" thought they applied to N.Z.

To compete with the Russians — particularly to emulate them at the growing edge of our national life where the character of the next generation of Americans will be determined — is to model ourselves on the Russians; and to model ourselves on the Russians is to substitute State for Nation and to accept of our own choice precisely the fate we have been struggling to avoid.

The moment the production of specialists becomes the end and aim of American education, at that moment the State has triumphed in America for specialists can only live in human society, as they live in the societies of the insect world, by composing together a swarm or hive or hill.

The Russians

We have learned, in the tragic failures of our foreign policy, what happens to us when we let Russian initiatives determine our responses. To carry that fatal practice into our schools and colleges and thus into the shaping of the American future would be the final, irretrievable disaster.

I share that opinion so far as the current controversy goes, but I would defend Mr. Wilson within his own terms and claim him as an ally on the basis, not of his actual language, but of his language's meaning. The argument for the revolutionary reconstruction of the American system of higher education to provide more specialists in technology and science is an argument based, of course, on the achievements of the Russians.

That is, or is assumed to be, its strength in appropriation committees and town meetings. We must keep up with the Russians; we are damned if we don't. But the trouble is — and it is a trouble university faculties increasingly observe — that we are also damned if we do.

And this, I think, Mr. Wilson would affirm if he were alive today and a party to our debates, for he does in fact affirm his suspicion of specialised

education in relation to his own, quite different controversy. When he says that "the ideal at the heart of the American University is intellectual training, the awakening of the whole man" he means that the ideal at the heart of the American university is intellectual training, the awakening of the whole man," he means that the ideal at the heart of the American university — and that word, American, emphasises itself — is not the production of the half man, the man of single competence, the man awake only when his special skill is exercised. When he says: "The college stands for liberal training. Its object is discipline and enlightenment."

Narrowed

The average thoughtful American does not want his son narrowed in all his gifts and thinking to a particular occupation. He wishes him to be made free of the world in which men think about and understand many things . . . — when he says all this, he is deriving from the nature of American society a conception of higher educational deformation that is now proposed to us on the ground that it has worked in Russia. "Men," he says, "do not live in ruts in America." Not, we would add as long as America remains itself.

And there is another observation — a curious saying which, though it sounds in all its syllables of the world of McKenley, is nevertheless characteristically American and wholly pertinent to the question at issue: "To me, then, the question seems to be, Shall the lad who goes to college go there for the purpose of getting ready to be a servant merely . . . or shall he go there for the purpose of getting ready to be a master adventurer in the field of modern opportunity?" The man of merely special competence is always a servant, and it was this precisely that Woodrow Wilson meant, although he had not had the advantage of observing, as we have, what it means to be the servant of a State.

Service

What is required, if we are falling behind in scientific inventiveness, is not a different kind of education, but a better education of our own kind — the kind suitable to our society. And the last thing that will give us a better education of our own kind is an education oriented to satisfy the personnel requirements of a social machine whether a business corporation or a nation with a capital N.

The service of the nation may have been an adequate goal 50 years ago when nation and community were more or less the same thing, but today, when the old American conception of the human community is one thing and the new American Nation is very rapidly becoming another, "the American University" must define its purpose for itself. It must choose the needs it proposes to satisfy, not on the basis of the Defence Department's priorities, but on the basis of the character of the community, which it is the University's duty to preserve and transmit.

ATTITUDES TOWARDS THE UNIVERSITY

In discussing this very broad topic of the attitudes of the members of the public towards the University, one cannot but feel that the attitudes of the various members would be conditioned by the manner in which the University affects them.

This then, would account for the large number of people who, not coming in contact with the University in any way at all, would, as the pollsters have it, be of "no opinion."

Through the amazing technological and scientific advances of recent decades, however, this percentage of the population is becoming smaller in an inverse proportion to the growth in the importance of hydrogen bombs, miracle drugs and earth satellites.

ACADEMIC BOX

To many of the public, of course, the University is just a place where a higher than high school education can be obtained — a sort of magician's box where a young person is popped inside the academic box, the lid put on and, after a few years' duration the lid is lifted and, hey presto, there stands a skilled professional, complete with unchallengeable qualifications.

But then this is not a very interesting detail, for it would appear true enough that this is, in fact, just what a university has become in this technical age — merely a place for churning out technicians with absolutely genuine qualifications to design bridges, work at the mathematical details of missile flight or to cut open and later stitch up people on a hospital operating table.

The University, in occupying the position of a technical college which churns out white-coated technicians, is fully acknowledged by the man in the street and he would not want it any other way for all and sundry have come to place their entire faith in the schooling given to these technicians; be they as a result, competent or otherwise.

RED SEAL

It would not be going too far to say that it is the white piece of parchment, signed and red-sealed by the Chancellor and his merry men and opening with the words "This is to Certify," that both the student and a large section of the public look for and accept as the ultimate function of the University.

For other people who only slightly come in con-

tact with the technicians I have discussed, the University could be just a place whence come the commentaries about current news for Press and radio. In these matters, of course, the commentaries are quite interesting, mainly because they

by Frank Cain

are so technically factual and do not in any way offer a challenge to the establishment. They comprise the details of why the cold was so cold today or why was it that the Russians got that satellite launching rocket so far out into space.

CHALLENGE

When it comes to the making of comments about morals or social or even economic matters which clearly offer a challenge to the establishment, then certainly the University is the last place to which reference is made for comments.

For such reasons then, it is that notes on the news by University lecturers are severely vetted before being broadcast and why letters to the editor dealing with the recent challenge to the autonomy of the University and written by a staff member are never published.

Or why an article invited from another lecturer about the week's broadcast talks in which this lecturer tilted at the super abundance of glib nonsense put over under the guise of religious broadcasts, was so severely slashed as to be utterly meaningless. Sufficient to say then that this lecturer has not been invited to supply other articles.

PRODUCTS

So much for the group attitudes. What of the individual attitudes? This I suggest, can best be understood from an examination of the manner in which the products of the University affect the individual.

In the last few years, bright and eager young graduates have been pouring out into the fields of private and public service management and this flood will be increasing in the forthcoming years. In most cases these bright, mostly, economics graduates are jostling persons who

might have been with that firm or department for many years, out of future promotion since they are able to wave the appropriate degree and look seriously knowledgeable when the need arises. Nor is this rancour on the part of the old employee just a matter of sour grapes, but is due more to the nature and limitations of degree held by the bright young graduate.

For some reason, which no one can explain, a de-



Courtesy British Features

A Cambridge tutor with one of his pupils, typical in Cambridge College life.

gree in commerce or economics is looked upon with great esteem by managers and departmental heads alike.

Such degrees are just technical degrees in the same way as science or dentistry are. They give the holder a good knowledge of bookkeeping, commercial law and a smattering of economics and, of course, for some positions, they are the ideal thing. But, unfortunately, their limitations are overlooked and many economics graduates are placed in positions where their technical but highly limited background in the humanities shows up their limitations to handle and lead over those of whom they are put in charge. For this reason alone then, a certain amount of intolerance is held towards the University because of the experience which people have with its products.

We can well see, then, that attitude of the man in the street towards the University is conditioned by a multitude of factors all stemming from the manner in which the University with all its ramifications affects them personally.

Life At Oxford Or Cambridge

Most English universities are quite modern. They were founded during the last 140 years. Oxford and Cambridge, however, are among the oldest universities in the world. Their prestige was, and is, such that they have had a tremendous influence on all the institutions of higher learning throughout the English-speaking world.

This article is based on one by Sir Sydney Roberts in "British Features."

own endowment, their own governing body, their own rules of life and conduct. They were not monastic, but in mediaeval times were primarily concerned with the education of parish priests.

Nor was there any uniformity in the conditions under which the successive colleges were founded. Some were, and are, larger and richer than others. Some were founded by kings and bishops, others by private benefactors and one by two guilds of craftsmen in the town.

Today, the mediaeval student of Oxford or Cambridge might find it difficult to recognise his old university, but there is one feature of it that he could recognise. He could find his way to his own college and, though he might find its site and its buildings greatly enlarged he might still come upon some features virtually unchanged; the entrance gateway, for instance, or the dining hall, or the chapel, or even in some cases his old rooms.

EXAMINED

At different periods, the amount of administrative power has oscillated between the university on the one hand and the colleges on the other. But their interdependence has persisted.

Today, for example, a student who wishes to become an Oxford or a Cambridge man or woman, must first secure his or her acceptance by a college. But on the other hand, university statutes do not permit him to come into residence in his college unless and until he has passed the university matricula-

tion examination. When he arrives as a freshman, he will find that all formal lecturing and laboratory work, as well as all examinations for degrees are organised by the university. On the other hand, he will receive individual training and direction in his college.

Now the undergraduate's relation to his college tutor is something quite different from that of a schoolboy to his form master. A tutor does not give formal classroom instruction. He gives his pupil a problem or a subject or an essay, and lets him treat it in his own way. When the essay is delivered to him, he will criticise it but, at the same time encourage his pupil to argue his own case. And it is this easy flexible tutor-pupil relationship which is the essential feature of college life.

CROWDED

The traditional subjects — mathematics, classics, divinity, history, law, medicine, all still go on. But one of the notable features of the university today is the great increase, both in the number of students of natural science, bio-chemistry for instance, or nuclear physics, which are now open to them. And one of the particular merits of the college system is that it brings together into a communal life, men who are reading for a degree in a wide variety of subjects.

Compared with the 3,000 undergraduates of the pre-1914 period, both Oxford and Cambridge have now more than 7,000 in residence. Consequently, every college is crowded and it is less easy to preserve the peculiar intimacy of college life. Nevertheless, the vitality of the college tradition persists.

Although college buildings are not large enough to house all its undergraduates at one time, every undergraduate spends at least one of his three years in college rooms, and whether he is living in college or not, is required to dine in Hall in the evening. Though all this does not mean that undergraduate interests are necessarily confined to college.

SOCIETIES

In the university, as well as in the college, there is a multitude of societies, political, religious, dramatic, musical and so on. Membership of these is drawn from all colleges. An in Oxford, as in Cambridge, one of the best known is the Union Society, which holds weekly debates in term time. There are many famous figures in English political life who have served their apprenticeship in these debates. Similarly, both universities have their full complement of athletic clubs, and the oarsman or cricketer for instance, who has distinguished himself in college contests, will have his chance of getting his blue, which means being chosen to represent his university in the annual events against the others.

However, it still remains true that the centre of the undergraduate's work and play is the college. It is in the college that he makes his friendships and to the college that he returns in later years for gatherings of his contemporaries. It is the college that is the focus of his affection and of his loyalty.

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JENKIN — CONTINUED FROM PAGE 2

tion instead of November. With these suggestions many problems arise, and some people are bound to disagree, but her general conclusions:

(a) Students holding grants for full-time University study should receive grants adequate to support them throughout the year without needing to take paid employment in vacations.

(b) University work and the University year should be arranged in such a manner that students feel it necessary to regard University study as in itself a full-time job.

are well worthy of consideration by "those above" in our Universities.

Habits

How much easier it would be to fit in a proportionate amount of extra-curricula activity if this was the case.

Again, study habits are often designed to make the best use of the available time; for, after all, it is ultimately up to the individual what he does with his time, and many students have shown that a fairly reasonable amount of extra-curricula activity can be fitted in

with studies, although even they would no doubt like to expand their sphere of interests.

the University

We have discussed the value of necessity of extra-curricula activity, and suggested that the University might indirectly help by various methods. However, should it do more than this?

At present it seems entirely restricted to turning out graduates and helping post-graduate students and staff to do a little research work; and the quality of some of the lecturers I have been blessed with would seem to indicate that the University is not terribly concerned even with this.

At present, it would seem unreasonable, in view of financial and other considerations, to expect the University to do more than this, as it finds itself overwhelmed even with these two jobs, especially in view of the increased student numbers, the consequent building operations and the staffing problems.

Nevertheless, the most help and support the University can possibly give, even if only indirectly, towards inducing students

to do more than just study, should always be forthcoming—but I guess we can't expect too much!

One point that is concerning me more and more is the attitude of staff to extra-curricula activity. I have only been on the S.R.C. two years, but already in that time four or five members have had to resign due to pressure from staff.

What concerns me especially is that it has been implied in some cases that, regardless of results obtained, passing will suffer if resignation is not forthcoming—and this, quite frankly, STINKS!

I know Honours and even ordinary degree people have small time in which to do much work, but to suggest that a student should give up everything except his studies is ridiculous, very selfish, and indicative of a very distorted view of the purpose of a University education.

It could no doubt be agreed that it is not the job of the University to actively encourage students to participate in extra-curricula activity; but discouragement from the meagre amount of them that the average



Courtesy British Features

The dining hall in Oxford's Wadham College. It was the same in appearance 600 years ago.

student is able to fit in, from any University whatever, can never be justified.

Has more . . .

Ultimately, however, the problem is one for the individual student. My own view is that undergraduates should find every minute of the day occupied in some constructive way (i.e., not sitting in the Refectory for half hours just sipping dilute coffee), but with this many will disagree.

The University is, by its very nature an institution where you are very free to do as you please; which brings me back to my starting point, for some reason with a little less faith in the aims of

the average student than at the beginning; for perhaps, after all, the majority of students really don't feel any need for extra-curricula activity, and perhaps student apathy is very real.

Maybe most students "couldn't care less," and we are resigned to turning out an annual crop of wishy-washy, sex-starved, brain-washed slob; and so my poor thoughts are all in vain.

I hope not, a University has more to offer than this. But if this is so, then it is high time the University did step in actively, and see that the position is radically altered, and immediately rectified.



SON OF SIGMUND

(Dedicated to the Author of "The Bodgie")

A bodgie, you think, is a mannerless lout
Who blocks up the street and lounges about
In costumes appalling, with brilliantined hair,
Altogether a rather repulsive affair.
But you're wrong. I'm not loutish or lazy at all
Or a sluggish excrescence supporting a wall.
The fault, the psychologists recently find,
Isn't mine, but results from my subconscious mind.
I'm an interesting case, all right,
A dinkum psychotic type.

I've an Oedipus complex, a twisted id,
I'm in love with Mother and want to get rid
Of Dad. You see, when only a kid

I was scared by my Uncle's pipe.
Only ignorant types would call me a bum
And ignorance makes me annoyed.
If I smash a few windows or burgle a shop,
Or pester young women or wallop a cop,
It's just my repressions beginning to pop.

Bless jolly old Sigmund Freud!
My clothes are exotic, I freely admit,
My stovepipes are scarlet, my jacket a bit
Revolting, perhaps, from a square's point of view,
But you should see the soles on my moccasin shoe.
With colourful shirts and some string for a tie,
No wonder the wiggies all give me the eye.
But it isn't display, it is just self-expression;
I'm projecting in clothes a neurotic repression.
I'm a psychological case, all right;
Conventions mean nothing to me.

My motor-bike speeding is merely a way
Of artistic creation, psychiatrists say,
With a phallic significance hidden away,
Which makes it respectable, see?
You respectable jokers, who act like your dads,
And bodgie behaviour avoid,
You can choose what you do, or the way that you dress,
But I'm not respectable, since, I confess,
I'm lousy with complexes. Boy, what a mess!
Bless jolly old Sigmund Freud!

CALIBAN



ABREAST OF THE TIMES

Sabby's got great big
... on,
Sabby's go great big ...
Why? Because her ...
"And that"
Says Sabby
"Is flat."

MEMORIES OF PAST PROCESSION DAYS

The teacher said she wanted all the little girls and boys to sit still for a few minutes, still enough so that she could hear a pin drop. Very soon all the children were perfectly still, not a murmur could be heard. Then an excited little voice cried, "Now's your chance, teacher, let her drop."

A City and a chorus girl
Are much alike, 'tis true;
A City is with outskirts
And a chorus girl is, too.

PERSONAL

Student, aged 23, willing to go anywhere, do anything, with anyone, any time, anyhow. Any money? Box 444.

If the girl with the purple sweater and knee-length eyelashes whom I arranged to meet on the Beehive Corner on Wednesday is still waiting there, she's likely to be arrested.—Jim.



A "Prosh" Magazine

In past years the Editor of "On Dit" has produced on Procession Day a skit on one or other of the uptown newspapers. This year, however, "On Dit" will be producing a collection of satires, sling-offs, twisted advertisements, cartoons and other rubbish. Reproduced on these centre pages are extracts from the Auckland University "Capping Book," which is issued on Graduation Day at the University. Also reproduced are several extracts pinched from Manchester University's "Rag Rag."

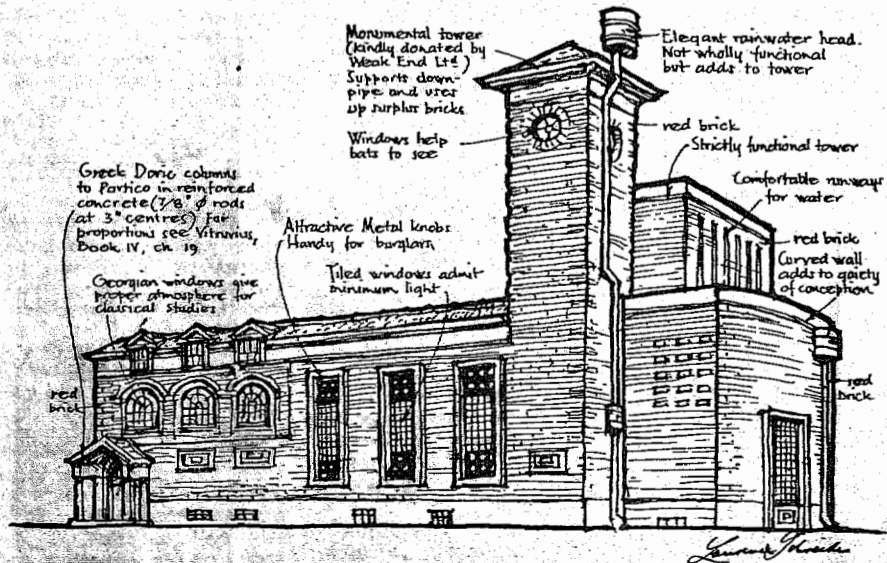
In previous years students at this University have shown their talent in taking off well-known personalities, business houses, and events, etc., through the medium of the printed word.

Students are, therefore, asked to submit to the Editorial Staff of "On Dit" any such items as they deem fit to appear in such a Procession Day edition.

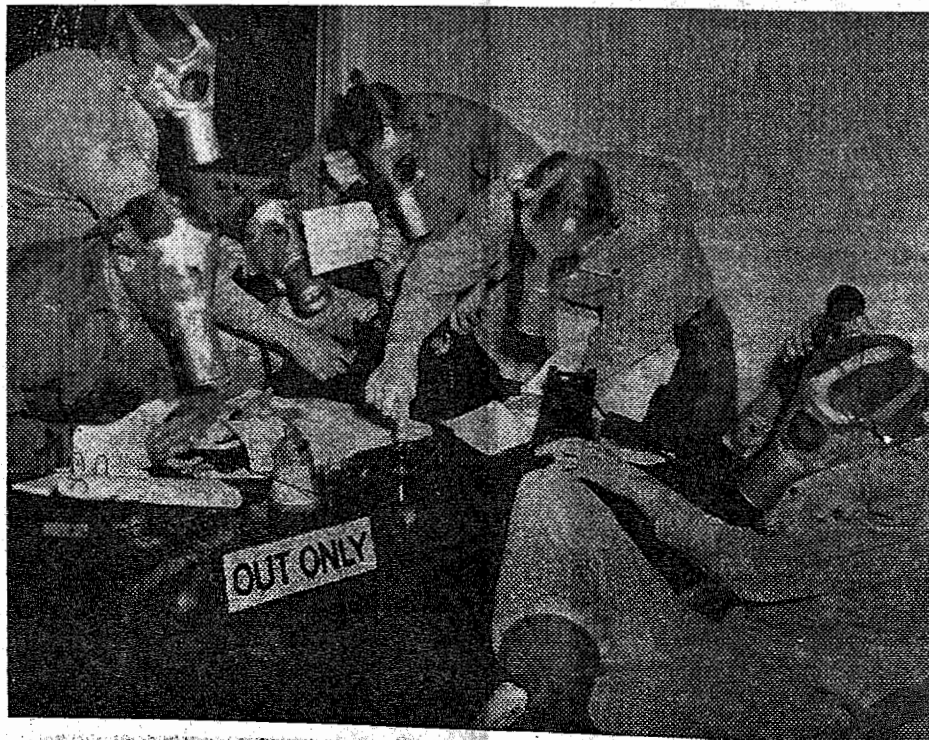
The young couple lay in each other's arms by the Torrens. "Swear that you love me," she said. "All right," he answered, "Dammit, I love you."

Preparations for stunts in previous years. Above: The boys gather before the "Summit Conference at the Savings Bank of S.A." in 1955. Below: The Martians getting ready to invade the city in 1954.

IMPROVED DESIGN FOR NEW ARTS BUILDING



An architectural student's impression of his original design for the new Arts building which the University authorities have recently rejected. The notes help to enlighten the layman student on less readily appreciated technicalities.





from the *Child Book of Ernest*, 6 to 11

An Epistle to Punters

Verily, it was on the day before the Sabbath, and a man came forth to a place of pleasure, to a place of evil which men call Cheltenham.

Behold, crieth the other punters, be Ernest, and it was so. Then spake Ernest son of Gravis unto Hughes, rider of horses, Go like a bat out of hell.

And Hughes rose and hastened to do as he was bidden.

But this was not so, for another beast came to pass, and the place was plunged in mourning.

And the people who had gathered there made moan and one saith, Verily, Verily, here is a shambles.

Thereupon was heard Ernest son of Gravis, the gatherer of shekels, belabouring the ears of the multitude, saying, Who giveth me the Aussie bob? Quo vadis, Bali-Ha'i?

But Bali-Ha'i spoke not.

And Hughes spake, yea savagely, unto the beast, saying I fear it needeth five minutes to fix the needle.

And from among those who were jockeys and nearby one crieth, Where is Queen Mother, and a voice sayeth to that one, Here I am. But the voice decideth them, for she was not.

And it came to pass that Bali-Ha'i, son of Ernest, sprang like unto a wind in the night, for the eve of its master frowned upon it.

And behold a picture rose up before the multitude, and there was great rejoicing.

Yea, and behold also there was Elizabeth, mother-in-law of Dukes, who looketh at horses.

And those who came after her looke'h not at horses, but at her.

And the beast of victory returned to the enclosure . . . and the brethren groaned not, for the tote was high.



"Urgent, Jack . . . first two letters gone out of the ESSEX HOUSE Sign."

The Englishwoman is so refined

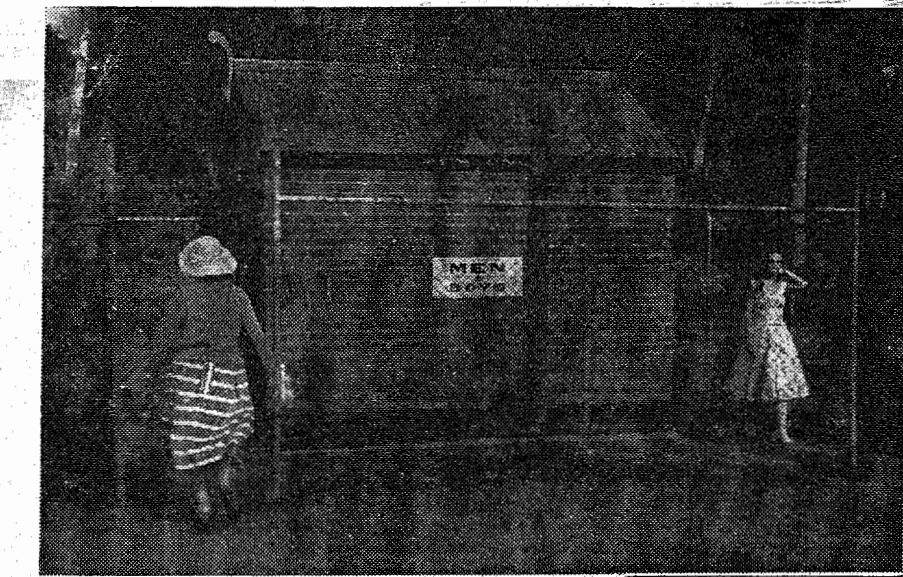
She has no bosom and no behind.

★ ★ ★

★ ★ ★

★ ★ ★

★ ★ ★



What is wrong with this Photograph which appeared in the "Mundane Scroll" on Prosh Day last year.

★ ★ ★

★ ★ ★

★ ★ ★

★ ★ ★

The caravan made its way slowly over the burning desert. Two camels trudged along, side by side. Finally, one of them

looked around, furtively, and spoke: "I don't care what anybody says," he whispered, "I'm thirsty!"

At an art auction in Paris, a Van Gogh was offered for sale and purchased for several thousand pounds by a well-known American connoisseur. He subsequently discovered that as the picture was not 100 years old, he would have a heavy duty to pay on it if he took it back to the States. Then he had a brilliant idea of getting a young French artist to paint over it "a good, juicy, palette knife still life" which could be removed when the picture had safely passed through the New York customs. The swindle succeeded — the duty payable only amounted to a few dollars—and the picture was sent to one of New York's well-known art experts to be cleaned up. After about a fortnight, they telephoned to their client, say, "We have removed the still life and also the false Van Gogh. What shall we do with the Coronation of Queen Victoria?"

★ ★ ★

"Heaven help the printer on a job like this!"

—A Capping Book Editor.

★ ★ ★

Who comforts me in my despair?
Who softly brushes at my hair?
Who darns my shoes and soles and heels?
Who keeps my suits and coats like new?
Who praises everything I do?
Who scrubs my back and makes my bed?
Who urges me to keep my head?
Who can this perfect person be?
Who do you think, you dope—it's me!

★ ★ ★

The below comment followed several statements made by Mr. Paul Hasluck some time ago in the House of Representatives on the dress of University Lecturers.



by Courtesy of "Pelican"

"My brother—he lectures at the University."

— PHILATELY —



Collectors are well acquainted with most British pictorials, but we are taking the opportunity in this section of bringing to their notice some of our commemorative issues which may be less well known.

INDONESIAN ECONOMIC FOREIGN POLICY

FROM "NEWS & VIEWS—INDONESIA"

Indonesian foreign policy, now and in the future, was primarily concerned with economic trends affecting national development and prosperity, Dr. Mohammed Yamin, Minister of State, told a Canada Radio reporter in Djakarta.

To secure increased prosperity for the Indonesian people, he said, a balance had to be achieved between the living standard of individuals and the national income. This would be possible only within the framework of a guided economy.

The Minister pointed out that for 2,000 years the whole of the Indonesian archipelago, from Sabang in Sumatra to Merauke in West Irian, had always formed an economic unit. Therefore, achievement of economic unity now, in accordance with the needs and identity of the Indonesian people, would be possible only if the whole of Indonesia were ruled by one administrative unit, national and independent.

Dr. Yamin said there had been three examples of this in the history of Indonesia. These were during the reign of the national state of Seriwidjaja, from 400 to 1400 A.D., the reign of the national state of Madjapahit from 1300 to 1500 A.D. and since the Proclamation of Independence in 1945 (except that West Irian was not yet part of the Unity).

WEALTH

National development, the Minister said, was impossible under foreign administrations, such as those in the turbulent period of foreign domination from the year 1500 to 1945, with Dutch and Japanese in control. Indonesian economic unity, the political unity of the whole of Indonesia, the national administrative unity and the possibilities of national development of the whole area of Indonesia were all thus closely connected. Therefore, Indonesia today was living in an atmosphere of reconstruction, with the rallying cry, "We reconstruct!"

Two major aspects in the economic field were in vivid contrast. There was the abundance of manpower and the wealth of products and minerals on one side and the lack of foreign exchange funds on the other. The wealth of the nation included the possibilities for heavy, middle and light industries, the great possibilities for such exports as tin, rubber, copra, timber, tobacco, cane-sugar and forest products, and the economic field, not yet intensively exploited, which included fisheries, agriculture and mining.

For future development Indonesia needed foreign exchange funds, foreign loans, technical aid, industrial goods, and, for the present, supple-

INDONESIAN LANGUAGE STUDY

Classes in the Indonesian language are now available in various places in Australia. In Melbourne the Department of Indonesian Studies, Melbourne University, has a class in Indonesian studies which is primarily linguistic in the first year; and the council of Adult Education has a weekly class in Indonesian language for beginners (Thursdays, 7.30 p.m., New Arts Building, Room 105, University of Melbourne); Lecturer: Mr. Zainuddin, Dept. of Indonesian Studies. First term began April 9; and the Australian/Indonesian Association has arranged for weekly classes on Saturday mornings (New Arts Building, Room 102, University of Melbourne, 11 a.m. Saturday. Lecturer: Mr. Abdurrahman, Radio Australia).

"News & Views" is the magazine published for the Information Service of Indonesia at the Indonesian Embassy in Canberra.

mentary supplies of food-stuffs.

"Above all," Dr. Yamin said, "we have urgent need of technical aid and loan funds from any country, provided they are without any political or military conditions."

He pointed out that a second Development Plan, drawn up by the National Planning Council, would begin in 1960. Therefore, during 1959 it was necessary to ensure foreign loans and the requisite technical aid.

COLOMBO PLAN

"Our active and foreign policy this year," he continued, "should be directed to gaining such loans and aid, without 'strings.' The loans should total about eight billion U.S. dollars. At the same time other countries should be willing to buy our export products, while sending us needed goods, foreign exchange and technical help.

"We hope to get aid and loans through the Colombo Plan, the United Nations and by bilateral agreements with nations on the American Continent and in Western Europe, with Afro-Asian countries such as India and Egypt, and also with the Soviet Republic, the People's Republic of China and Yugoslavia. All these will be within the framework of our active and independent policy."

The Minister said the counter-funds and food funds already in Indonesian hands would be used, as well as the proceeds of the national loan, totaling one quarter of a billion rupiahs.

"The whole world will have the opportunity of assisting the post-war reconstruction of Indonesia, an archipelago of great geographic importance and rich in manpower and materials," the Minister said. "Under the Dutch and Japanese the earning capacity of individual Indonesians had been kept very low. The Dutch colonial economy drained the wealth of the country and its people, for the benefit of the Dutch abroad. The fascist Japanese economy used the people's labour

without payment for the needs of the Japanese army alone.

"Since 1945, however, while the people's needs have been increasing there has been a greater incentive for them to gain their livelihood in the atmosphere of freedom."

The Minister said that to ensure progressively increasing living standards it would be necessary to consider the following points:

1. The trend of the increases in individual wages and buying power.
2. The improvement of labour organization and national industries.
3. Greater industrial development.
4. Exploitation of resources, and intensification of exploitation of agriculture, fisheries, mining and other exports, accompanied by associated aspects of production.
5. Scientific investigation of new sources of production.
6. Mobilisation of the people's labour power, with adequate wages.
7. Reconstruction according to approved and satisfactory plans.

All these things, the Minister repeated, could be achieved only within the framework of a guided economy. This was possible because the struggle for independence had forged a close tie between the Government which guides and the people who are guided.

EDUCATION: ENTHUSIASM

This article is based on an article by Betty Feith, who first went to Indonesia in 1953, under the Volunteer Graduate Scheme, and later went back a second time.

First speaker: "How do you do, Goose?"

Second speaker: "How do you do?"

First speaker: "Are you a new Goose?"

Second speaker: "Quite new, are you?"

First speaker: "Yes, I'm a new Goose—a true, blue Goose, too!"

Second speaker: "How do you do, New Goose?"

First speaker: "How do you do!"

It was the beginning of a lesson in phonetics. The two speakers performed, paused for the appreciative applause of their classmates, and then sat down.

The first to speak had played his part with deliberate care. A worn-face headmaster of 44, and the oldest student in the class, he may have felt the innovation of this type of Speech Drill beneath his dignity. The second had read her lines very nervously and self-consciously. One of the youngest in the class, she had started the course straight from school.

Two generations mingled in the class but both were equally enthusiastic. To thousands of young Indonesians today, education is seen as part of the fulfilment of the national revolution, something which has always been denied to their parents. Young and old alike, are proud to call themselves students. They explain that further education will not only help them in their profession but will also be a contribution to the building up of their country, still handicapped

as it is by shortage of trained personnel.

This particular class attended the post-secondary teacher-training course in English. In the new plans English, designated "first foreign language", was the only foreign language to be classed as a required subject for all the six years of secondary schooling.

The new compulsory English course meant that overnight the number of teachers and textbooks needed was far and above what could be mustered at the time. This in part reflects the needs of the whole educational system in Indonesia. For instance buildings had to be found for the rush of new school and training institutions which began to appear everywhere. In the meantime classes had to be housed in whatever could be rented or borrowed. The school housing problem was and still is, very acute.

It was against this background of widespread enthusiasm and widespread difficulties that I was introduced to the experience of teaching English as a foreign language to secondary and post-secondary classes. Conscious of my inexperience, I clung to the "approved syllabus" of the experts in the field. Its revolutionary aspect, it appeared, was its emphasis on practising ordinary English sentences as they are actually spoken—"Where's your hat, Ali?"; on func-

tional rather than formal grammar.

The class-work was full of interest. There were problems of course. My first class was a post-secondary evening one, housed temporarily in a secondary institution operated on the double-shift system.

As these rooms had to be shared by so many classes, no charts, pictures or maps could be left up on the boards or walls.

Everything needed for the lesson by both teacher and student had to be carried to and fro. Most of us rode bicycles, so I have to admit that not too many teaching aids held to be so necessary for "Brightening up the lesson" in an Australian classroom found their way into mine! There was not even space for storing books or any library facilities.

VARIOUS AGES

A major complication in lesson planning was the variety of student age, with just as wide a range of past schooling, and practice in spoken English. It seemed impossible to find material for dialogues and reading practice which would be of interest to all. Then too I never ceased to feel embarrassed at being accorded the respect and deference traditionally given to teachers.

Some of the most respectful students were senior teachers with many years of experience, and old enough to be my parents. There were always a few in the evening classes in their forties. Some of these spoke quite fluently in a dignified rhetorical way. But they found it difficult to adjust from the old Dutch ways of learning to my youthful enthusiasm for the new ways.

Most of them entered into our nonsense-verse speech drill with polite enjoyment, but I sometimes felt that this older group were offended at such apparently juvenile fare.

GLAMOUR GIRLS

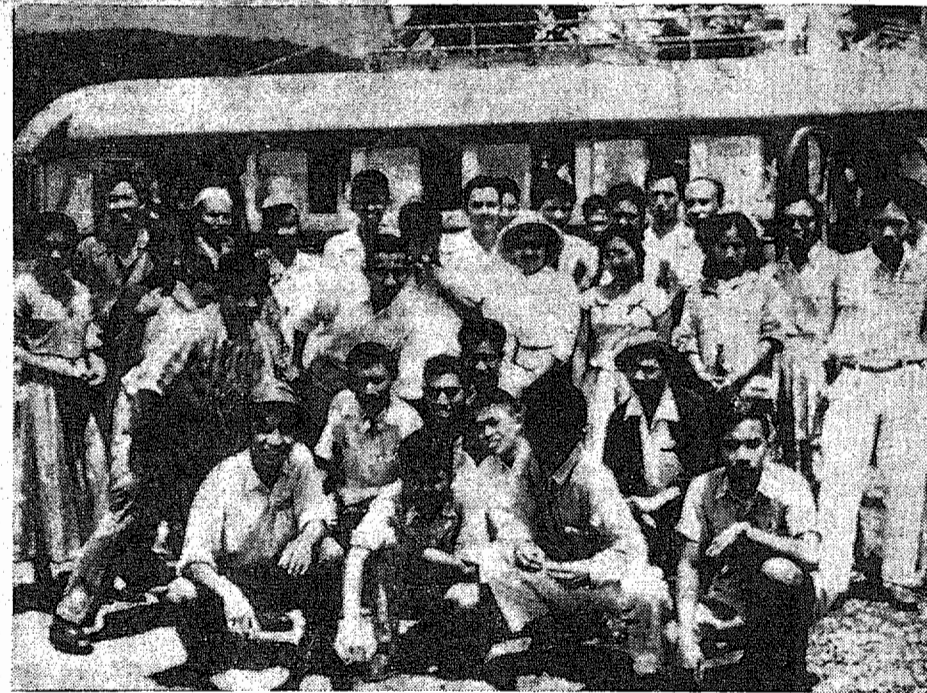
At the other end of the scale were the teenagers just out of school—pretty butterflies of glamour girls, dazzling with Hollywood hairdos and bright chic dresses or filmy blouses and billowing skirts. They sat in class silent as a row of brilliant flowers though they could chatter like birds outside. Then of course there were the boys, trying out the latest slang from the current film.

To persuade these light-hearted young teacher-trainees to hand in written homework on time was almost an impossibility. The older students were more conscientious but also found difficulty—with reason. Many of them had heavy teaching programmes during the day.

One wonders in retrospect how many of the students in these overcrowded classes ever achieved the point at which studying English meant more than sentence structure and phonetics.

How many struggled far enough with the extensive reading list suggested to them to be able to enjoy the British sense of humour, or discern the candid self-criticism beneath the portrayals of American rural slums? I don't know the answer to these questions.

But I am sure that Indonesians studying today keep open minds. And if English language teaching gives access to new currents of thought and makes possible interchange of views and values, then surely it is worthwhile.



Enthusiastic Indonesian school children going to Tjisolak.

N.U.A.U.S.'s Part In Scheme

The Volunteer Graduate Scheme is student in origin and is part of the wider contact between students of Australia and Asia which is proving of such value in widening the horizons of the present generation of students. The following article introduces and explains the National Union of Australian University Students to those of our readers who are unfamiliar with its role as sponsor of the V.G.S.

From its beginnings, under the guidance of one who was to become a famous commentator on world affairs—the late Chester Wilmut—the N.U.A.U.S. has given much time to the international aspects of its work. Over the past ten years, with more than ten per cent of its members coming from overseas, its interest in this aspect has greatly increased. In a rather interesting way its policies have reflected

SIX VOLUNTEERS HAVE RETURNED

Since 1951, twenty-eight young Australians have worked in Indonesia under the Volunteer Graduate Scheme. Six of these volunteers have already returned to Indonesia for a second term of service. Many more volunteers are required for a wide range of jobs.

the concerns and dilemmas of the whole Australian community.

There was, firstly, the period in the immediate post-war years when it was hoped that we would emerge from the hates of war into an era of international brotherhood. The N.U.A.U.S. was a member, like most other student organizations of the world, of the International Union of Students. Tragically, this Union became the victim of the quarrels of the world. When the communist countries insisted on using it as a forum for their own political ends the N.U.A.U.S. seceded, and joined other Western countries at the International Student Conference.

SPONSORES

At this time Australia's interest in the newly sovereign States of Asia was mounting, the Colombo Plan came into be-

ing, and an increasing number of Asian students was coming to Australia. It was then that the idea of the Volunteer Graduate Scheme was conceived amongst students as a unique contribution which they could make to technical assistance.

For some years Asian students had been living here as Australians, under the same conditions as Australian students, and participating fully in Australian life. Our students had lived and worked with Asian students. When the invitation came Australian students were keen to go to the country of their friends on the same terms.

It was thus natural that the N.U.A.U.S., representing the Australian student community, should agree to sponsor the Volunteer Graduate Scheme.

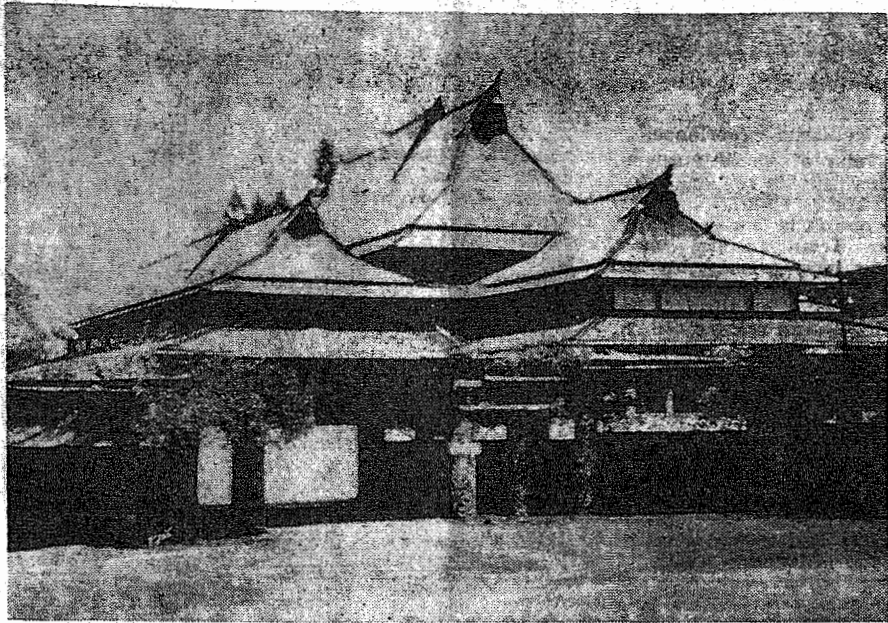
The sponsoring of the

V.G.S. was the first step which the N.U.A.U.S. took towards reciprocating the willingness which the students of Asia had shown in trying to learn something of us, and contribute, as they have done in such large measure, to the stream of new thoughts and ideas which characterize present Australian thinking.

It became one of the main pre-occupations of the N.U.A.U.S. delegates to International Student Conferences to seek out and develop contacts with delegates from Asian countries. From these and other meetings flowed invitations for Australian students to visit these countries.

The National Union appealed to the public who generously supported the visits, and groups of students visited Malaya, Indonesia, India, the Philippines, China and Japan. The N.U.A.U.S. has devised schemes to encourage its members to study in these countries, and a little of the great stream of graduates and undergraduates which annually flowed to Britain, Europe and America has been diverted to Asia.

(Continued on Page 7)



The Main Hall of one of the Faculties at Bandung University.

IDEA OF VOL. GRADS.

This article is condensed from one written by Mr. Jim Webb, Warden of the Melbourne University, who has been secretary to the National Committee since its inception in 1952.

During the last few years, Australians have had increasing opportunities to meet representatives of the Indonesians, who live to our north, to accept them as equals and to appreciate their culture. Personal contact with Asian Students creates opportunities for friendship and understanding between Australia and the newly-independent nations of Asia, but such contact is not enough to overcome our inherited isolation and to develop a realistic appreciation of the modern Asia.

It is too easy, even today, for an Australian to live in an oasis of refrigerated comfort in Asia, cut off from the local people, their attitudes and way of life, as surely as if he were back home. The visitor who never presses beyond superficial impressions will not contribute to the urgently-needed revision of Australian attitudes.

The Volunteer Graduate Association for Indonesia is providing opportunities for young Australians to live in an Asian country in a way that is appropriate to the post-colonial era. It aims at promoting understanding and good relations by sending to Indonesia trained Australians to work on a basis of equality with Indonesians.

SUGGESTION

The programme had its origins in a suggestion made to Australian representatives at an international student conference at Bombay in 1950. There students from the newly-freed Indonesia expressed the hope that some young Australians would share in the huge tasks of national reconstruction and development facing the young and inexperienced Republic.

Thus, eight years ago, an idea from Indonesia was implanted in student thinking here, an idea which has led to the Volunteer Graduate Scheme for Indonesia, under the sponsorship of N.U.A.U.S.

In 1950 a student committee was created at Melbourne University to advance this unique scheme. Normally a European technician or adviser on contract to the Indonesian Government receives a much larger salary than a similarly qualified Indonesian.

The basic principle of the new scheme was "equal pay"; that is, the volunteers from Australia would receive a salary on the basis of the normal Indonesian Civil Service rates. It was felt that by sharing the low salaries

and standard of living which Indonesian graduates have to accept, Australians could make a genuine contribution to goodwill and understanding between the two countries. The graduate would also learn Indonesian, live in a fully Indonesian environment, and identify himself, as far as possible, with the comparable level of Indonesian society.

N.U.A.U.S.

The Melbourne committee was eventually able to initiate the scheme, with the help of the Indonesian National Student Union, and through the work of an Australian graduate who in 1951 had obtained employment privately in the Indonesian Government Service. This pioneer found considerable support within Indonesia for such a scheme and on the basis of his contracts and reports the scheme was officially adopted by the Australian National Student Union. Negotiations were then commenced for recognition by the two Governments.

In 1952 employment was gained for two more Australians. One, a radio engineer from Sydney, worked with the Communications Ministry in Djakarta; the other, a Melbourne girl, worked as a bacteriologist in the Health Ministry. The experience of these three young Australians apparently convinced the authorities in Djakarta of the soundness of the scheme, for the Indonesian Government then officially asked the Australian Government to co-operate in the programme.

Since those early days, the scheme has developed rapidly. With both the Indonesian and Australian Governments co-operating in this work, 23 graduates have now received placements in the Indonesian Civil Service.

The scheme is administered with the assistance of the Volunteer Graduate Association. When a volunteer has been accepted and given a placement by the Indonesian Government, he is then eligible for assistance from the Commonwealth, which covers return fares, a small grant for tropical clothing and equipment, and the supply of a bicycle on arrival in Djakarta.

OLD AND NEW

No salary subsidy is paid to the applicant, nor is any contract entered into with the Australian authorities. The graduates are expected to serve normally for a two or three year term, but may leave when they choose. However, a graduate risks the loss of the homeward fare should he leave too

soon for no good reason. He may be dismissed should his work or conduct prove unsatisfactory to the Indonesian Government, though no one has met with this fate yet! The volunteers live either in Government hostels or with Indonesian families.

Despite difficulties and frustrations, the volunteers have found tremendous personal rewards in friendships with the Indonesian people and in the many interesting aspects of the Indonesian scene—music, folk songs and dances, art and the beautiful tropical and mountain scenery of rice fields, plantations, jungles and volcanoes. On his return to Australia, one volunteer graduate wrote—"Scarcely less interesting is the modern Indonesia, the meeting place of East and West, of old and new, and typical of the renaissance Asia of our times. Living in this new nation, fresh from its Independence Revolution, one feels an 'on the spot' observer of some of the most important developments in the modern world."

FOR INFORMATION

Anybody who is interested in the Volunteer Graduate Association for Indonesia may obtain further information from: Messrs. Geoff Harcourt (Economics Dept.), Hugh Reeves (St. Marks), Bob Douglas or Tony Adams (Medical School) or Miss Catherine Davies, 168 Tynte Street, North Adelaide (M9013).

N.U.A.U.S. AND SCHEME

There are two significant trends apparent in N.U.A.U.S. policy, resulting from both the appreciable percentage of overseas students amongst its membership, and its Australian members, particularly its leaders, who have visited Asian countries and understood where the problems of Asia and Australia meet.

Both trends are away from the traditional attitude of the National Union of not taking sides in controversial political issues.

The first is towards stating a policy opposing the White Australia Policy. The great majority of students do not believe that the historical factors which originally determined this policy constitute a valid reason for maintaining it in the middle of the 20th century. Nor, having lived with Asians in perfect amity, do they concede the social arguments about the dangers of mixing races.

Students Part-Time Guerillas

This article is based on the experiences of Harry Whitfield who went to Indonesia, under the Volunteer Graduate Scheme, in 1954 and spent three years as a chemistry lecturer at the University of Gadjah Mada.

The University of Gadjah Mada, situated in Jogjakarta, central Java, was set up by students and professors fleeing from the advancing Dutch troops who had already occupied the big cities of Djakarta, Bandung and Surabaya in the Indonesian struggle for independence at the end of World War II.

The name Gadjah Mada derives from a famous Prime Minister of the Mdjapahit Empire in the 14th century A.D. At first the students and staff arriving in the republican held territory of Central Java set up a number of independent colleges or faculties but these were amalgamated into a University at the end of 1949 with a total study body of 463.

Many of the students were part-time guerilla fighters so the early days of the University were rather unsettled. The history of the foundation of Gadjah Mada and the fact that these Indonesian students first broke with the colonial mentality of the past helps explain the strong nationalistic sentiment which one feels so strongly in it till the present day.

The Nation

The University of Gadjah Mada continually stresses the social responsibility of the students to the rest of the community. University professors remind the students that the privileges of studying at a university demands that graduates should serve the nation.

The Students Representatives Council in Jogja-

karta initiated a scheme, later copied in other cities, under which some hundreds of students who have passed the first year of their course volunteered to go and teach in high schools in the outer islands for two years.

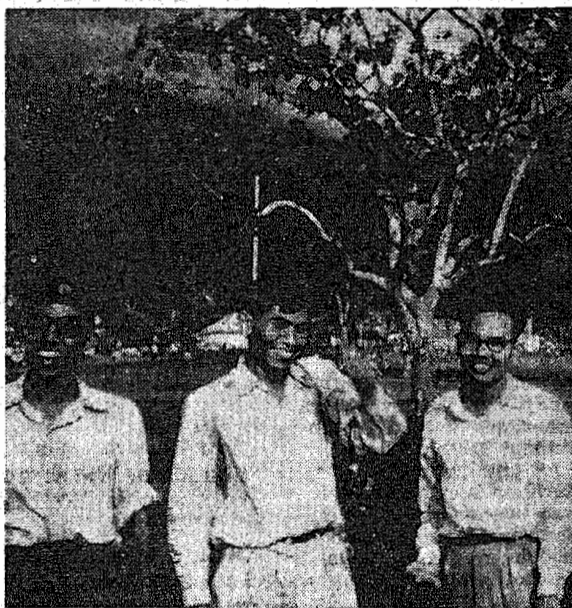
Growth

The growth of Gadjah Mada University has been phenomenal. Within six years of its foundation enrolment had increased to almost eight thousand students of whom over one thousand were women students. Last year the first of the University's permanent buildings were occupied. Till then the various faculties were housed in emergency temporary quarters throughout the city.

The main administration and the faculties of law, political and social science, and economics occupied portions of the Sultan of Jogjakarta's palace. The largest lecture room was the throne room of the Sultan. Although it may have been rather romantic to lecture in a room adorned by crystal chandeliers, it was not very practical as only about five hundred students could fit into the room.

The medical faculty was situated in a former Prince's palace; the physics laboratories were in a converted stable.

One of the University's main problems is overcrowding in first year. The failure rate in first year is very high, probably over fifty per cent, and those students who do pass usually take much longer than the minimum time specified.



Three Indonesian University students, Luksmani, Barmaui, and Marsongkohardi.

The National Planning Board attributes the high failure rate to the difference in teaching methods at high school and university, the language problem, the high proportion of students working part-time, the shortage of teaching staff, lecture rooms, books, apparatus and laboratory facilities.

It is interesting to compare the reasons given by the Murray Report for the high failure rate in Australian universities where a survey of first enrolments of 1951 showed that 61 per cent of students passed first year and only 35 per cent graduated in the minimum period of time.

The reasons given were the previous preparation of students, the gap between school and university, the pressure of curricula, teaching methods, inadequate staffing, and absence of student guidance. Excepting the problem of language, the problems of Australian and Indonesian universities differ in degree rather than nature.

English

The Indonesian language is the official medium of instruction at the university although foreign professors are given the choice of teaching in Indonesian or English. Students have all studied English at high schools for six years before entering the university, but still have difficulty in reading textbooks and more difficulty in comprehending spoken English.

Special efforts are being made to improve the standard of English teaching in high schools and a number of the Australians who have gone to Indonesia under the Volunteer Graduate Scheme have participated in the various English teaching programmes.

The shortage of textbooks is a serious handicap to students and necessitates some modification of teaching methods. Lecture notes are welcomed, particularly by those students not able to attend lectures. Practically all students who have passed first year are doing some part-time work which often clashes with lectures.

Because of the shortage of junior staff the better third and fourth year students are employed as demonstrators in first and second year practical classes.

Frustrations

At times I was disheartened by the slow progress made in obtaining equipment and building up laboratories; then I would think of the words of an Indonesian friend: "Harry, its precisely because there are so many frustrations, lack of administrative experience and financial difficulties that people like you are needed in Indonesia". Indeed, in retrospect, it was a privilege to have worked with such an idealistic, enthusiastic group of students and professors and to have had some part in helping to build a university which surely will be a leading university of South-East Asia.

a representative of this generation of students, the NUAUS in its policy is a pointer to Australian policies of the future. For this reason alone it is worthy of study.

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educational opportunity under colonial rule. Leadership of the independence movement devolved upon the small group of intellectuals available, which included students. From this sprang the tradition of involvement. The two traditions are slowly being reconciled. Some of the more emotional demands for condemnation of colonial policies have been replaced by calmer consideration of problems. We, to a small extent, have conceded a responsibility to take sides in political issues which affect the opportunities of young people in other countries. Support has been given to the aspirations of those who still suffer from all forms of oppressive rule.

These changes in the policy of the National Union are small enough in themselves, but the important point is that they do break with attitudes to Asia, adopted as a matter of course, in the past. As

POLITICAL ISSUES

The second trend is for the NUAUS at international conferences to take stands on political issues such as "colonialism" which are of great concern to students of countries which have just emerged from colonial rule. Although Australian students have never had to take more than a dilletante interest in politics the student tradition in Asia is for active involvement in political issues. Because of the lack of

INDONESIA'S CLAIM TO WEST IRIAN

Australian foreign policy notoriously follows British and American policy on almost all issues. Perhaps, because of this, our handling of our relations with Indonesia over the West Irian issue seems to have been extremely clumsy.

This is a great pity because until Australia's attitude to West Irian became so fixed, Indonesia had a remarkably friendly opinion of us.

That opinion seems to have been based partly on the fighting spirit of Australian soldiers in Indonesia after the fall of Singapore, partly on the help given to Indonesia by Australia in 1946 and partly on a general good opinion of the British Commonwealth. The last has perhaps been lost as a result of Suez, Cyprus and Africa, but it is still difficult for Indonesians to understand why Australia's official policy almost seems to go out of its way to antagonise a nation which still wants to be friendly and which certainly has done nothing to deserve such antagonism.

It is certainly not necessary for us to agree with Indonesia over West Irian or over any other issue but it could only do good if some respect were shown for the feelings of our neighbour or even if we merely showed that we understand the feelings of our neighbour.

Importance

There seems to be a rather common idea in Australia that Indonesia's claim to West Irian is merely a modern form of colonialism. Such an idea is both false and harmful. If we want to discuss the claim seriously we must at least begin with the assumption that their preconceptions are much the same as ours except where they have been modified by their recent experiences.

We must accept the fact that they sincerely want West Irian and that to them their reasons seem valid. It is even worthwhile to go beyond the arguments officially put forward and try to discover why West Irian seems so important to Indonesians. This article, based entirely on one person's impressions, aims to do the latter.

In 1945, two days after the end of the war, Indonesia declared her independence. For the next four years fighting took place intermittently until in 1949 a round table conference was held and Holland agreed to independence.

The important point is that independence did not come easily to Indonesia but it was fought for, quite literally, with many people killed and much property destroyed. Obviously the individual soldier in the National Army was not fighting for his own independence but for

the independence of the whole of Indonesia.

Now at that time there is no doubt that West Irian was regarded as part of Indonesia. The Dutch had always administered it as an integral part of the Dutch East Indies, and even in 1948 the new Dutch constitution referred to "Holland, Indonesia, and the Dutch West Indies". Special mention of West Irian was not considered necessary.

The Prize

So there is no doubt that the Indonesian National Army was fighting for the independence of West Irian just as much as for any other part of Indonesia.

Most of the fighting in fact took place in Java, Sumatra and the Celebes, but there was no question that all the many other islands should be independent so the Indonesian naturally asks why there should be any question about West Irian. To him Indonesia fought and sacrificed and finally won so why should she be deprived of part of the prize? However good, or rather, however expedient the excuses may have been, they are difficult to accept emotionally and it is easy to understand that they would leave behind a bitter taste and a passionate feeling that one day West Irian must return to Indonesia and the prize be made whole.

Rebellions

However, this feeling has been backed up by a more practical idea. Even after Indonesia's independence was recognised, relations between her and Holland continued to be bad. The majority of Dutchmen accepted the position, but unfortunately there were a few who did not and believed that after a few years anarchy Indonesia would welcome the Dutch back.

There seems no doubt that there was some attempt to subvert the new state. In several parts of Indonesia there have been rebellions and guerilla activity which were helped by Dutchmen. It is most unlikely that they were carrying out the official Dutch policy but they were sometimes helped by individual Dutch officials.

All this created a climate in which good relations were extremely difficult and led many people to conclude that Holland did not want good relations.

We look at Holland as rather a small country, and indeed we may be surprised that such a midget was able to dominate a

By Hugh Reeves

giant like Indonesia for so long. However, Indonesians see Holland as large and powerful. Perhaps their self-respect makes it difficult to hold any other view. To us it may be obvious that Holland can never return to Indonesia by force of arms but to an Indonesian this is far from clear.

Hence, to an Indonesian it seems quite undeniable that Dutchmen are trying to subvert the republic and quite reasonable to fear that they might later switch over to open force. From this point of view West Irian becomes of vital importance as a base either for subversion or for attack.

Freedom

Australia and Holland often justify West Irian being Dutch by saying that Holland can improve the country's economy more quickly than Indonesia. Probably most Indonesians would agree with this, but they would say that more important than economic advance is national freedom.

Australia has never lost her freedom and neither has Holland except for a few years during the war so an Indonesian would say that we do not value our freedom properly. He would say that Indonesia had a minimal amount of economic advance but no freedom in colonial times and unhesitatingly chose the latter when the chance came. Furthermore, the Dutch may say that they will be exemplary colonists in West Irian but In-



Indonesia's Minister for Foreign Affairs, Dr. Subandrio.

SUBANDRIO ARRIVED AS 2 N.Z. VOL. GRADS LEFT

During a visit to New Zealand, Dr. Subandrio, the Foreign Minister of Indonesia, had talks in Wellington between February 15 and 17 with the Prime Minister, Mr. Walter Nash, and other members of the New Zealand Government. Mr. Nash welcomed Dr. Subandrio as the first member of the Indonesian Government to pay a formal visit to New Zealand.

Discussion took place in a most friendly and cordial atmosphere on aspects of the international situation and on matters of common interest to Indonesia and New Zealand. It was recognised with satisfaction that there were no political disputes between them. It was agreed that the existing state of close and friendly relations should be preserved and expanded.

An exchange of views took place on the problem of West New Guinea (West Irian). The Indonesian and New Zealand Government would welcome any settlement of this and other problems by peaceful means and in accordance with the principles of the United Nations Charter.

There was also full agreement on the value of the Colombo Plan in assisting the social and economic betterment of the member countries. The Ministers noted that at present the most extensive and rewarding contacts between New Zealand and Indonesia took place within the

context of the Plan.

It was agreed that both countries should endeavour to extend their activities and range of association within the Plan. The Prime Minister made special reference to the scheme for the provision of English language teachers in Indonesia which is the largest technical assistance project undertaken by New Zealand. He expressed the hope that it would be possible to expand it further in the near future.

The friendly interest and hospitality shown to Indonesian students in New Zealand by private people and bodies was noted with pleasure, as was the fact that Dr. Subandrio's visit coincided with the departure of the first two New Zealand graduates for Indonesia under a voluntary assistance scheme organized by the New Zealand University Student's Association. The Indonesian Government and people will give all possible facilities to New Zealand graduates to make a study of Indonesian culture and language.



Market scene in Sumatra, Bukittinggi.

Their Work Is Significant

The following are extracts from an article written by Ian Doig, entitled "Life as a Pegawai". Ian Doig, is a Queensland graduate in chemistry, who worked as a Pegawai in Indonesia for two years.

"Pegawai" is the Indonesian word for "Government Servant." It is also an abbreviation for "Plan for the Employment of Graduates from Australia to Work as Indonesians!" The Indonesian Government faces its tremendous tasks with all the handicaps of an underdeveloped country—lack of skilled administrators, trained technical staff and financial resources. In addition, the Indonesian civil servant, notoriously underpaid, feels he is doing the government a favour by remaining in its service, and as he has no fear of dismissal, it is not surprising that he often fails to put his best foot forward. He refuses, perhaps wisely, to let economic crises disturb his relaxed way of life, and a visiting American journalist, when asked what Indonesian needed most, replied "Ulcers!"

Fortunately, it is possible to do useful work in spite of all this, and what work you do is usually more significant than it would be in Australia. A dextrin plant, for instance, can save Indonesia tens of thousands of Rupiah.

In accordance with the Indonesian Government salary scale, the rate of pay is naturally dependent on the qualifications and experience of the pegawai. I considered that my salary was roughly the equivalent of £8 per week, hardly a princely salary, but it allowed me to live in reasonable comfort. Even so, my pay could not cover such expenses as a holiday trip to Sumatra, which I financed through my earnings from teaching English.

In keeping with this idea of identification, Australian pegawais live with Indonesians either in a government hostel, with a family or friends, or by boarding privately. In Djakarta I stayed at a Ministry of Health hostel, while at Bogor I experienced both private boarding and living with some student friends.

Accommodation amongst Java's 55 millions must necessarily be somewhat cramped, but I found the lack of privacy more than offset by the friendliness of the Indonesians. I arrived in Medan one evening and obtained a hotel room. The lounge was full of prosperous Europeans but no one showed any sign of being willing to speak to me. The next day I moved to an Indonesian boarding-house and the contrast was most striking.

I shared a room with three Indonesians, who insisted on paying for the drinks as we sat up until late at night discussing topics ranging from one's family to international politics.

Visiting

It is in his social life that the Indonesian's friendly, easy-going nature shows to best advantage, and fortunately the day is planned to allow plenty of time for recreation. The working day ends at 2 p.m. (after an early start at about 7.30 a.m.) and the next two hours are usually spent on the main meal of the day and a siesta, the latter being necessary in the hot climate. Then, after a bath and a cup of tea, you are ready to face the world again.

Visiting in Indonesia is a major recreation and something of an art as well. Times of meeting are not hard and fast — Indonesians have a term for this — "djam karet" (rubber time — the time just stretches). Courtesy and hospitality are the only essentials.

There is the perpetual round of parties, weddings and "selamataus" (celebrations for one reason and another). These events are doubly welcome because of the chance they offer for sampling Indonesian cooking at its best — steamed rice laced with as much chilli sauce as

you can stand, spiced meat, fish or poultry, vegetable salad with peanut sauce, fried bananas and coconut delicacies. These excursions into high-class cuisine helped to balance the somewhat jaundiced view I tended to take of Indonesian food, after the plain fare at the hostel or amongst my student friends.

Friendly

Because the Australian Press over-emphasises our differences with Indonesia, people here are often surprised at the friendly reception we meet with in Indonesia. I myself never experienced any hostility there, only perhaps a degree of curiosity, especially from children.

Pegawais go to Indonesia with the impulse to contribute something towards the country's development, but leave with the feeling that they have received far more than they have given. While in Indonesia you often rebel against the frustrations, the depressing surroundings, the cultural isolation; but when you come home to Australia you find that some things are missing — the haunting music of a gamelan orchestra, the smell of clove-scented cigarette smoke pervading the good-natured activity of an evening market. And then you make plans to return to Indonesia.

The remainder of your leisure time is spent in teaching English, chatting with other pegawais or following your own hobbies. There is so much to learn in Indonesia that you soon acquire new interests — I became very enthusiastic about the folk songs and traditional dancing. And as a stimulant to the study of the Indonesian scene there is always the comical or incongruous. You are strolling around the market place in Bukit Tinggi, with no other European in sight.

The women in their traditional costumes are selling their wares, and in the background are the houses with curious roofs shaped like the horns of a wild buffalo. How remote from Western civilisation you think, when suddenly a radio starts blaring in your ears, "Don't Let the Stars Get in Your Eyes." Or a shabbily-dressed betjak boy, cheerful in spite of his long hours of hard work, invites you to ride in his trshaw named "Atom," "Pontiac" or "Convair."

Most pegawais have had the opportunity of visiting different parts of Indonesia, either in the course of their work or during holidays. In a country where every 100 miles or so brings a change of scenery, race language, customs and perhaps, even architecture, travelling is an exciting experience.

INDONESIAN SITUATIONS VACANT

The following list gives an indication of some of the positions likely to be available to Australians wishing to go to Indonesia under the Volunteer Graduate Scheme:

Civil Engineers.—Aerodrome Construction, Dept. of Civil Aviation. Building Construction, Ministry of Public Works.

Telephone communications Engineers.—Radio, telephone and telegraph; instructors for early year Diploma students at Post, Telegraph and Telephone Academy, Radio Republik Indonesia. Dept. of Civil Aviation.

Science Graduates.—University Lecturers and Assistants (Demonstrators) in Physics, Chemistry, Zoology and Mathematics. Lecturers in Chemistry, Biology and Mathematics for teaching training faculties. Industrial chemists for research laboratories in tex-

tiles, raw materials, building materials, ceramics, rubber and leather — Ministry of Industry. Bacteriologists, biochemists for hospital and public health laboratories.

Arts Graduates.—English language teaching at Teacher Training Faculties and Courses.

Social Workers.—Staff for Social Work School.

Pharmacists.—Ministry of Health — supervision of hospital dispensaries.

Librarians.—Libraries Bureau.

Architects.—Ministry of Public Works.

Doctors.—Ministry of Health.

This list is not exhaustive. Further enquiries should be made of Hon. Secretary, Volunteer Graduate Association for Indonesia, Union House, University of Melbourne, Carlton, N.3, Victoria.