

VOTE REJECTS WAR RESEARCH

Last Wednesday students present on the Barr Smith lawns overwhelmingly passed the following motions:

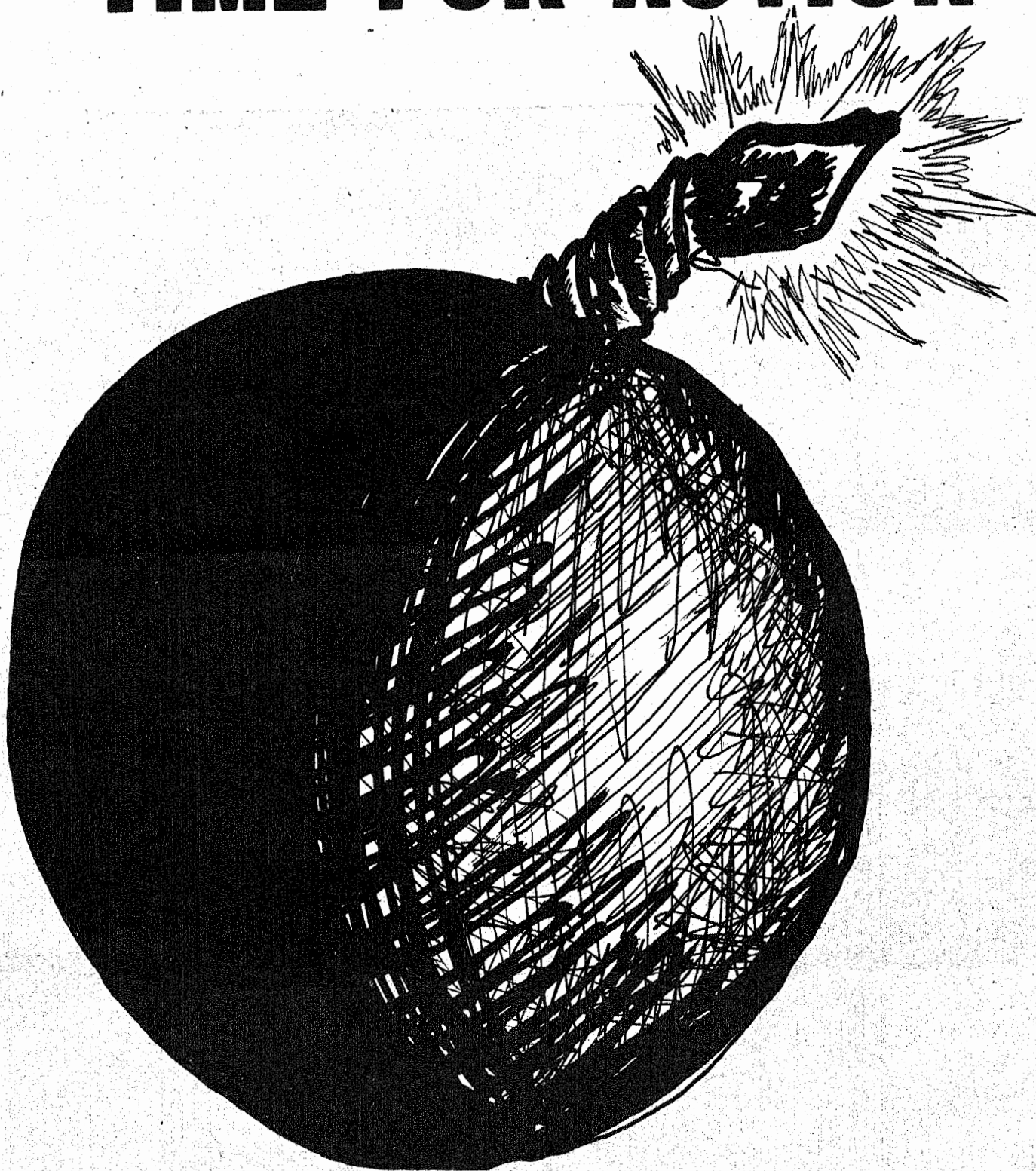
1. This meeting of students deplors the involvement of this University in military research.
2. This meeting demands from the administration a full record of all documents, negotiations or contracts with Weapons Research or any military agency for publication to staff and students.

The speakers all argued quietly, rationally and with heavily documented examples of the complicity of this university's education and research in military affairs. The function of the university was clearly spelled out. No speakers however challenged these arguments. Dr. Capon, head of the Computing Centre, was present but did not speak and give any refutations of the allegations linking the use of the computer with weapons research. The Registrar was present but did not comment. The Vice-Chancellor was unfortunately late in his customary mingling with his students at such meetings. No one spoke against the motions.

There has been little response from the departments alleged to be carrying on war research. (See the last two ON DIT for details). The University Committee looking at outside financing of research has however decided to meet to examine the use of the computer. The meeting is to be held today in the Council Rooms.

Any more response is presumably beyond words. Student concern must need be channelled into action. The liberal administration and departments may continue to be tolerant. Students perhaps should not. Providing services which aid the United States in the furtherance of its political, economic and military aims should be stopped.

TIME FOR ACTION



**THERE'S SOMETHIN' HAPPENIN' HERE AND WE DO KNOW WHAT IT IS
... DON'T WE MONTREAL?**

UNIVERSITY DRAFTED

Another example of neutral scholarship.

In 1968 John Playford warned that "the role of civilian militarists in Australia will certainly become more important in the next few years." (1) This was apparent to Dr. Playford after studying the development of the Institute for Strategic and Defence studies at the Australian National University and the financial assistance which was provided by the Ford Foundation for these studies. Since 1968 academic complicity in extra-academic activities has been apparent, primarily in the private sector of the economy, but increasingly in a para-military role; e.g. the University of New South Wales' co-operation with Duntroon in offering degrees in Military Studies is an obvious perversion of liberal academic values in compliance with the demands of the increasingly technical and professional army.

The latest and most blatant confirmation of Playford's prediction was revealed in NATION dated March 20, 1971. It was reported that the Joint Intelligence Organisation has been making indirect overtures to Australian social scientists requesting assistance in terms of consultation and analysis of "the external issues which affect the national security of Australia." That is, to bolster and justify Australia's already bankrupt foreign policy.

This is not the only Defence Department involvement in academics. Last year a seminar for economists and an inter-university seminar for S.E. Asian scholars were held "at which participants were told Defence Department officers would be present." The practice of procuring information from field workers returning from certain parts of Asia seems not to be uncommon. Information ranging from "agricultural practices to Communist infiltration routes" is sought in writing by officers apparently from the Defence Department.

NATION reports that in late 1969 or early 1970 the Australian Vice Chancellors' Committee communicated with the administrative heads of Australian Universities advertising the creation of the Joint Intelligence Organisation. The communication stressed that the J.I.O. was "unlike the C.I.A. in not engaging or having responsibility for 'clandestine or intelligence gathering

activities'." The innocent J.I.O., on the other hand, proposed to provide, with the National Intelligence Committee, "a basis for national security policy by making intelligent analyses and assessments on relevant and economic, scientific, technical, and political matters." The focus of the analysis is "problems affecting the regions of direct interest to Australia, namely the Western Pacific and Indian Ocean areas, and the countries adjoining these areas."

The 'problems' of these areas from the perspectives of the Defence Department and the Government of Australia are not the problems of the people of the area nor are they the intellectual problems of disinterested scholarship. Nor are they the problems of committed scholars who see their role as asking such questions as what are the significant or human problems of the areas and how can academic expertise be best employed in overcoming these problems. The problems the Australian government addresses itself to are the problems of an acquisitive and selfish country in an unstable and exploited region, the problems of a capitalist country seeking raw materials and markets in Asia, the problems of a country party to genocide in Vietnam.

In asking the universities to assist J.I.O. in overcoming Australia's problems, the letter to the Vice Chancellor points out the "increasing complexity" of the external issues affecting Australia's security (sic) and hopes "that it will be possible to bring to bear on these problems the best knowledge and experience available in Australia." The academic contribution to J.I.O. and the National Intelligence Committee is to be informal and might, it is suggested "take the form of the establishment of consultative panels, analysis by academic specialists of special problems, or the appointment of a small number of University staff for periods of, say, a year or two."

Academics are reassured that they will not be financially disadvantaged by any involvement in J.I.O.'s activities, on the contrary "it is hoped that people in the academic world will feel that mutual benefits will flow from a relationship such as that suggested." The nature of the 'mutual benefits', it is felt, need no outline. To stress the non-clandestine nature of the university assistance the academic-J.I.O. relationship "contact could be arranged on a basis which would meet any requirement for discretion and informality." This of course, would serve to protect the university from the controversy which has followed disclosure of similar academic-military compliance on U.S. campuses. Indeed, as the NATION reporter observes "the research carried out by a consultant could always be disavowed as being carried out by J.I.O."

There is no reason to believe that J.I.O. has been unsuccessful in its recruitment attempts, although there is no evidence to show that it has. That aside, it is obvious that the Vice Chancellor's Committee does not hold the oft propagated belief that the university is involved in disinterested "preservation, acquisition and dissemination of knowledge," for the mere fact of its acting as the agent of J.I.O. and the Defence Department in circulating the 'invitation' to academics to become involved in liberal party foreign policy is a clear indication of the Vice Chancellor's Committee's view that universities can and should serve certain interests in society. Is this University any exception? The answer is almost certainly no.

Of course the universities do serve particular interests and they should serve society; but this does not answer a question so much as raise many questions. The obvious one's are which interests should the university serve and how best can it serve society? The academic certainly does have an expertise of technique and resources of knowledge that can serve virtually any interest. But the evaluation of priorities and who gets his services and for what are also questions he must ask himself. The intellectually skilled is responsible for his knowledge, and if it is used he is responsible for the effect of its application. The questions that confront a social scientist (or anyone else) solicited by the Defence Department are questions of the type: What is the information required for? What is the validity of the perspective or frame of reference employed that my knowledge is going to be used in?

I. F. Stone has said of American academics who become counter-insurgency experts that they are like "men watching a dance from outside through heavy plate glass windows. They see the motions but they can't hear the music. They put the mechanical gesture down on paper with pedantic fidelity. But what rarely comes through to them are the injured racial feelings, the misery, the rankling sights, the hatred, the devotion, the inspiration and the desperation. So they do not really understand what leads men to abandon wife, children, home, career, friends; and to take to the bush and live gun in hand like a hunted animal; to challenge overwhelming military odds rather than acquiesce any longer to humiliation, injustice or poverty." (2)

Footnotes

1. John Playford, "The Civilian Militarists in Australia," Australian Left Review, December, 1968.
2. Quoted from Committee of Concerned Asian Scholars, "THE INDO-CHINA STORY" (Bantam, 1970) p. 77. Available Union Bookshop.

PARKING

An hysterical report.

While most students were undergoing their annual end of year breakdown over exams, the academic staff already in possession of parking permits, voted overwhelmingly in favour of additional parking facilities on campus. This is of course no surprise. In the last few weeks it has been widely publicised that this University has links with weapons research, the US Airforce, the US Army, N.A.S.A., Atomic Energy Commission, Australia's Joint Intelligence Organisation and other humanitarian institutions such as B.H.P., G.M.H. and Cominco corporations. So it is a logical, and practical move for the staff and administration to increase its subservience to the great God of Australia's culture, the motor car. And of course the committee making recommendations to the Australian Universities Commission has in true liberal style already fully rationalised the need for an extra parking station on campus and for its proposed location - between the Bonython Hall, the Elder Hall, and the Administration building.

All ecology minded "nuts" need not however be alarmed. The aesthetic sensibilities of the committee won the day. The vote was against a multi-storied car park dwarfing the Uni. and in favour of a reasonable two storey underground carpark. The final appearance of the area was even considered. Progress unfortunately demands that the existing trees would have to be removed but the poplars, the elm tree, and the Pittosporum and Moreton Bay figs were probably feeling the over affects of exposure to exhaust fumes from North Terrace anyway.

And there will be an adequate lawn planted on top.

And some shrubs can grow there.

And in four years time some new trees can even squeeze through specially prepared columns through both levels of the carpark.

And academic's wives could have easier access to all of Adelaide's exciting new shopping areas.

And exhaust fumes will probably increase so markedly along North Terrace that the City Council and the University council could agree to build on the Barr Smith Lawns a reliable smog intensification level warning system.

And the road roll would of course have to unfortunately increase, as it did when Johnnies built their car park.

And G. M. H. and Ford and Chryslers would make more profit.

And the University could not unfortunately educate any more students or introduce any socially relevant departments, because the priority is clearly established that money received goes in building new car parks.

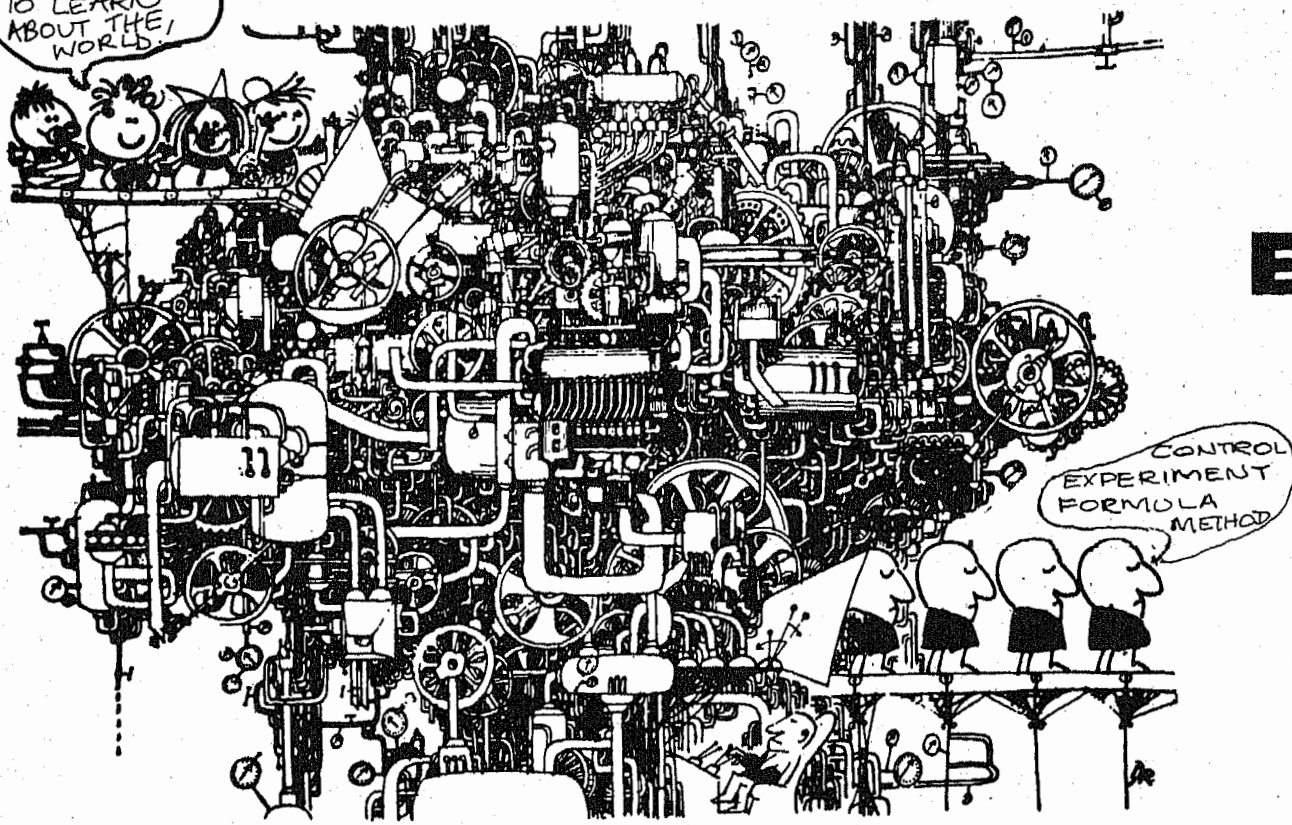
And the academics will be able to have more room for their Mercedes... and they won't have to walk so far.

If ever you one day decided to say no and to stop. And to decide not to allow this shit society to decide anymore to continue its policy of progress towards the destruction of the environment. Then this day you may decide that the line you wish to draw stops before the allowing of a car park on campus.

And you may like to tell us here in ON DIT. And to indicate your opposition in the space provided. It won't of course necessarily change anything... this time. But there may come a day when acting idealistically for what you believe in may amount to something. And then it will be important to be with progress behind the barricades.!



WE WANT TO LEARN ABOUT THE WORLD.



SCIENCE EATS SHIT

"Science at the moment helps those on top to make money without benefiting mankind as a whole, and it can't help but do otherwise." Rufus.

We live today in a society existing under the threat of an atomic catastrophe. We make more and more efforts to prevent the catastrophe than we do to discover the causes of it. The obvious threat pushes the reasons into the background, they remained unidentified. The "rationality" of the capitalist system is shown by the fact that as it gets bigger and richer the danger becomes more and more. Marcuse has expressed this "rationality" when he says that we "live and die rationally and productively. We know that destruction is the price of progress as death is the price of life, that renunciation and toil are the prerequisites for gratification and joy, that business must go on, and that the alternatives are Utopian"(1)

Western Civilization has become what it is because of Science. "Science was almost invariably seen as an indisputed social good because it had become so intimately related in the popular mind to the technological process that promised security and affluence."(2) Society today is one mammoth industrial apparatus. Faced with this monster all decisions must be left to experts - industry is almost idolized. Experts are legitimised because there would be no technocracy without them and technocracy is legitimised because it enjoys the approval of experts. This circular argument reaches its climax when we make bombs to prevent war (the making of bombs).

It is the thesis of this article that problems concerning "the social responsibility of science", the "morality of science", etc. are just mystifying concepts. They mask the real reason for the immortality of science today. Science is rotten to the core, all the way back to its so-called "scientific method".

What I am saying is that it is not the societal application of science which is at fault. The immoral application of science is inherent in its very method and I hope to try to point this out. The primary axiom of Marxism is that the social, economic and cultural manifestations of a society are related to and dependent IN THE FINAL ANALYSIS to the economic ordering of a society. We live in a reactionary capitalist society and science today reflects this reactionary character. In Wilhelm Reich's words, "a science which has as its object of investigation life itself and which finds itself in a reactionary environment must either submit to this environment and relinquish its own principles or it must organise itself, i.e. create for itself the organs which safeguard its culture."(3)

THE SCIENTIFIC METHOD:

Scientist viewed nature as if it had no end. Nature was mathematized and explained in terms of structures and models. The emphasis was shifted from Why? to How? Quality was transformed into quantity. The nonquantifiable subjective analyses were purged. Reliable knowledge is that which is scientifically round, i.e. objective. Any feeling, speculation or subjective rumination is frowned upon. "This quantification of nature... separated reality from all inherent ends, and, consequently, separated the true from the good, science from ethics."(4) When it made this the basis of its method it said in effect that the pursuits of individuals were not related to any final causes. The new science became "neutral", i.e. a collection of facts available to all and any who wanted them. Using this neutrality, science was able to ignore an organization of life which deprived the large majority of mankind of its freedom. While it was establishing the physical and mathematical structure of the universe it had to disclaim any concern for the concrete individual. This ignoring of society itself as an organization and man himself as a human being was fully validated by the results of this scientific method itself - "a logical system of propositions governing the methodical utilization and transformation of nature, with the aim of turning it into a universe controlled by human power."(4)

Once reality was turned into equations and symbols, "truth" is determined solely on what can be measured quantitatively. Any feelings about what truth was were discarded, you can't measure truth. "All objects of thought and practice are now conceived and projected in terms of organisation... basic experience is no longer concrete experience, or social practice taken as a whole but administered practice organised by technology."(5) Today it appears that this "denaturing" of reality is masked by all the "wonders" of technology, that the sheer overwhelming amount of science and technology just means throw your hands in the air and say "F... the world, I want to get off!" But man has treated this weight and he can change it if he sees the basic cause. Scientists today calculate, assemble, synthesise without ever asking themselves either for whom or for what, their only concern being to make things work NOT TO ASSIGN A GOAL TO THAT PROCESS. What I am trying to say is that science, in its very roots, in its scientific method, has put forward a universe "in which the domination of nature has remained linked TO THE DOMINATION OF MAN."

At the same time as science has created the conditions for the liberation of man, it has also created the conditions for the destruction of man. Construction was always bound up with destruction, productivity with its repressive utilization, pacification with aggression. Destruction research coupled with planned obsolescence perpetuates and intensifies the struggle for existence instead of alleviating it. The traditional distinction between science and technology has disappeared. The most abstract achievements of pure science have been utilized by both IBM and the Atomic Energy Commission. This hasn't just happened. As I have tried to show the destructive and commercial applicability is inherent in the concept of a "neutral science". Pure science cannot be separated from its applications and the blame shunted on to the latter. "the specific purity of science facilitated the union of construction and destruction, humanity and inhumanity in the progressive mastery of nature." It is useless to measure the destructive and inhuman aspects of science against their constructive and human ones and say that this one outweighs the other. They are internally linked.

The task is not to smash science but to liberate it from the prevailing interests of the ongoing society, i.e. to liberate it from the "masters" it has helped set up. In this liberation science would not be left with its structure intact. The scientific method, the scientific experience with its projection of nature as something "OUT THERE" would change. In a new society, science would have a new function implicit in its method. A reconstruction of the scientific method would mean new goals would develop derived from a new experience of man and nature - the goals of pacification. This redirection of science "involves the total reconstruction of our cities, and of the countryside; the restoration of nature after the elimination of the violence and destruction of capitalist industrialization, the creation of the internal and external space for privacy, individual autonomy, tranquillity; the elimination of noise, of captive audiences, of enforced togetherness, of pollution, of ugliness."

Einstein said if he had the chance again he would have become a peddler. Rufus says "F... bourgeois science - it eats shit!"

Rufus test tube

FOOTNOTES.

1. H. Marcuse, "One Dimensional Man."
2. T. Roszak, "The Making of a Counter Culture."
3. W. Reich, "Reich vs. Freud" from an American Underground newspaper "The Spectator."
4. H. Marcuse, "The Liberation from the Affluent Society" in *The Dialectics of Liberation* (Penguin).

ABOLISH SRC?

THE UNION

**Students Representative Council calls a
GENERAL STUDENT MEETING
Barr Smith Lawns Monday April 5th
Motions affecting a reformed
SRC will be put at
the meeting**

**MINISTRY OF
CHANGE**

SRC REFORM

Student politics has shifted its arena from the George Murray building to the Barr Smith lawns, but the seat of real power — money and recognition as the 'true' student body, remains firmly entrenched in the S.R.C. offices. And if Mahommed will not go to the mountain, power must go to the people.

For years the S.R.C. has been discussing its own disillusion and dissolution. The awful fact of irrelevance to the student body politic has forced itself into the S.R.C. consciousness and onto the agenda list and minutes. For at least the last 3 years. And what happens? Coffee is still served at 10 p.m. at S.R.C. meetings to members and visitors every fourth Tuesday. And what else? The infamous Manos-Badger-Balan betrayal has been and gone. And any reform proposals resulting from this Unholy Alliance were stillborn into the sterile bureaucratic atmosphere of the S.R.C. Mothered by necessity and sired by desperation the current proposal for reform (see below) may achieve concrete form before the S.R.C. fades into the mists of total irrelevance and the Dreamtime.

Or else, the current farce will stay current for the next x years and student politics will stay impotent.

What follows is a report similar to that in the Orientation Handbook and presumably ignored there as the report was definitely ignored at a S.R.C. meeting.

GENERAL CONSIDERATIONS

ENDS:

My idea of what we are aiming for is participation by some students in the governing and execution of specifically undergraduate activities and interests.

This assumes any such interests and activities exist and cannot be handled by any other existing body.

MEANS:

The possible framework in which this can be accomplished could take various forms. One is the present S.R.C. At the moment students are uninterested in student activities or the forms offered them. Even less are many students interested in organising traditional, or new, forms of student activity. Interest is only apparent if information is placed before the masses, and the information relates to an existing need, e.g. Employment Service, Legal Advice, or possibly Balls.

There is a great failure in communications, which some new forms may overcome. But under the present set-up much room for communication exists that is not used. For instance, the Constitutional provision about Annual Reports from the S.R.C. to an A.G.M. of students has not been followed for years.

And On Dit has not in the past few years printed much, if anything of current activity in the S.R.C. Possibly because nobody ever writes anything for publication. Would this be a task for a Publicity Officer?

Continuing with the Reform Proposals may inspire discussion over the role of the S.R.C. and what the committees will do, etc. But this would have to be based on a copious flow of information about the new structure. Reactivating the current Standing Committees and creating a hullabaloo about it may be just as effective in stirring up student interest.

The Union restructure appeared to atrophy from lack of student awareness that anything was happening. Some cynical manipulation and hard selling of the present structure may solve many of our problems.

G. W. Battersby.

REPORT

Report to anyone who wants to be reported to concerning a possible New Constitution for Students' Representative Council.

STUDENT REACTION:

(1) Whatever form of Constitution is presented to the students it must be supported consciously, not apathetically acquiesced to, or I see little point in adopting the new Constitution.

(2) Student participation en masse and directly (not just voting, or not voting, for representatives) is possible under existing Constitution (see Sections 26 and 27); in fact anything is possible with enthusiasm. But, working on the argument that if much participation is possible under the forms of the present Constitution with much enthusiasm; then faced with little apparent enthusiasm, as much participation as desired, or is bearable, will be made very easy (if not obligatory) under the new Constitution.

DANGERS OF COMMITTEES:

(3) Under the present Constitution we have Standing Committees on (1) Education & Welfare, (2) Activities, (3) Union Delegates Standing Committee and (4) Refectory Management Board and the A.U.S. Standing Committee.

At the moment the various individuals on these committees fulfil their particular portfolios they are shoved or walk into with varying degrees of enthusiasm and capability. If these committees operated effectively (as in the Union) they would do much of the work the S.R.C. should do. But decisions would effectively be made in these smaller bodies.

Under the proposed new Constitution, Committees paralleling existing ones will be set up, but elected directly from the students instead of via the S.R.C. as now.

If students show a low level of interest in the activities of the new committees and forego their rights and the possibility of controlling those disbursing student money and determining the quality of student life, then a small number of students can act independently of students in matters affecting students.

COMPARISON:

(4) At the moment we have a body of people, the S.R.C. about 27 people elected as representatives of the student mass to take decisions on their behalf. Provision is made for the masses to rule their representatives if they want to.

Under the present proposal for a new Constitution, much smaller bodies could act with the status of representatives, but in more particular fields which they are specifically elected to play a part in.

DIFFERENCES:

(5) Some are apparent in (4) but also—

(i) It is proposed that the allocation of the Union grant between the various committees can only be made by a General Student Meeting. (Forced participation?)

(ii) Election to specific portfolios MAY increase level of awareness of the multifarious activities of the student bodies due to electioneering (pause for cynical laughter) and activities of those publicising election.

Consequently, I think it is, at least, advantageous to continue with reform proposals; a little constitutional or corporeal experimentation could be exciting.

G. W. Battersby.
D. Johnson,
G. W. Battersby,
Pat Byrt
John Richards.

Following the recognition of the need for some fundamental reform of the structure of Union organisation (a need prompted not by any administrative or policy breakdown, but by the growing feeling of remoteness from the membership of the Union Council and its Committee) the Union Council set up a special committee last year to look into the whole question.

The Committee comprised appointees from the Union Council and representatives elected by a general meeting. It met regularly for some months, and eventually presented a report and draft constitution which provided for vital changes and a real infusion of democratic participation and control.

The report and constitution was adopted with some amendments and referred, with much publicity, to a series of general meetings in September, 1970.

The end result was the traditional lead balloon — the battle to ensure a quorum was present at the various meetings was finally abandoned in the face of an apathy more effective than N.L.F. artillery.

It's very hard to explain the reasons. The feeling within the Union committees and Council is strongly for reform and new blood, but despite the basic facilities and services provided by the Union, its huge rebuilding scheme, massive financial commitments and large annual fees, there is no interest displayed by the membership (predominantly student).

Even if the new Constitution, which is part-approved at present, was somehow wangled through general meetings, it would be a total failure as it demands a commitment and some action from the membership. A thousand dollars spent on a referendum, and thousands of man-hours spent on reform proposals are virtually down the drain.

In brief the new Constitution redefines the membership as all those who come to work or study on campus and therefore affected by the Union. It sets down scales of fee for various categories of membership. It provides for a controlling council elected by postal vote of the whole membership.

Controls of Council are provided, including a right of recall. Simple procedures ensure the calling of general meetings on matters of current concern regularly at the will of the membership.

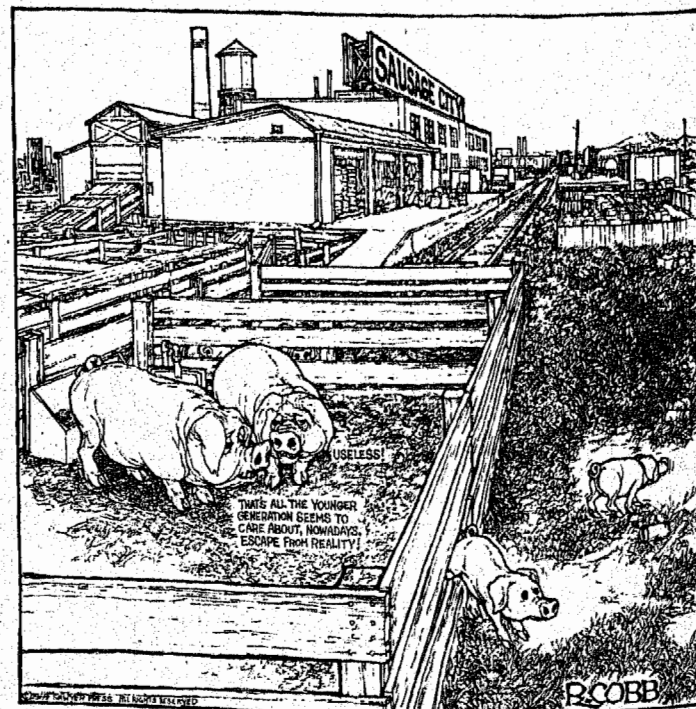
The new Union structure was conceived as part of an entirely new general set-up, involving autonomy and a large degree of financial independence to affiliated organisations — the existing Sports Association and Post-graduate Students' Association, together with a Clubs and Societies' Council, possibly a Publications (On Dit) Council, Students Affairs and/or Political Affairs Committees.

In addition, a full time student "ombudsman" elected from and by undergraduate students for a year's term of office, attached to no particular committee or Council but accessible to all on behalf of the student body.

All this reorganisation can only be achieved if there is a real demand for it from the membership. It's time attention was focussed on the Union and its activities.

The large amount of planning and money that has gone into the new Union buildings, refectories, bookshop, clubrooms etc. will be wasted if the Union doesn't come alive during this year.

J. C. Bannon
Chairman of Union Council.



Good Food



why the hell don't we get it in the refectory?

Refectory food is mainly shit. People have been saying it for years but the only changes have been the addition of an Asian food and grill bar — and they were probably part of the Union Redevelopment Scheme anyway. We've also got two professional chefs but most of the time you'd never guess. It's not really that it's too expensive because there wasn't that much difference between our prices and uptown, but there wasn't much difference in the type of food available either.

ITEM	STAFF CLUB	CITY	ADVERTISER STAFF	REFECTORY
Sandwiches				
Cheese	16	10	12	14
Ham	21	17	15	17
Egg	16	13	12	15
Milkshake	16	14	14	16
Hot Chips	—	14	—	15
Tomato Salad	16	13	12	15
Rolls		14		16
Cheese	20	13	16	17
Ham		20	19	20
Beef	24	20	18	20
Tea	8	8	3	9
Coffee	12	12	6	12
Milkshake	16	14	14	16
Salad	28-33		42	48
Cheese & Biscuits	18-21			
Fish & Chips		27		45
Pie or Pasty with Sauce		15	14	16

Just take a few examples of the crap that we get handed out as food:—
WHITE BREAD:— mainly starch, artificially whitened and flavored. Make it brown by adding dye.

JELLY:— artificially colored, flavored and thickened.

FISH:— pretenderised. Covered in batter made with white flour (see white bread) and milk (artificially preserved) and fried in oil.

PEAS AND BEANS:— boiled till they are soft so that all the minerals go into the water. The green color is kept by the addition of bicarb. soda which kills all the vitamins. A soft cellulose and starch mixture remain.

PIES:— a pastry made of white flour and fat. A chemically colored and flavored gravy with some meat of dubious quality. Mainly starch and water, some protein.

If you want to be healthy while at Uni you've got to eat salad at 48 cents (33 cents for the equivalent in the Staff Club) or Asian Food at 48 cents. At least the vegetables are recognisable, taste like they should and even if they are covered in pesticides, are still relatively nutritious. These are about the most expensive dishes you can buy in the Refectory — it's much cheaper to eat shit.

Keeping in mind that a new section of the Refectory opens in May I would like to make the following suggestions in the hope that the outside contractors who cater for the Union will take note:—

1. Use polyunsaturated oil.
2. Steam vegetables until they are cooked i.e. still firm.

The following are options to be available with other gear already provided.

3. Wholemeal or buckwheat pikelets.
4. Use brown rice with Asian food — white rice has no food value — it is pure starch.
5. Provide brown sugar for tea and coffee drinkers.
6. Use Rye bread — both light and dark — as a base for Danish-style open sandwiches. One loaf costs 30c, has about 15 slices — with a salad top the total cost should be no more than 12 cents.

7. Instal a salad bar — the 35 cent smorgasbord style which was in the Union Hall foyer during rebuilding last year should have been continued —

Examples:—

- (1) Coleslaw: cabbage, onion and capsicum with a simple oil and vinegar dressing.
- (2) Bean and onion salad (beans can be bought by the bushel for about 4c per lb.).
- (3) Beetroot, rice, peas and carrot salad.
- (4) Rice, ham, peas and cheese.
- (5) Tomato and lettuce with dressing and herbs.
- (6) Raw fruit salad (lemon juice can be added to stop bananas and apples going brown).

These could accompany grilled meat or be available by themselves. Monash Uni charges 5c per serve per salad and 10c for a chop, sausage, piece of fish or cold serve.

8. Instal a health food snack bar with assorted nuts, dried fruits, cheeses and fresh fruit to be open all the time. Most students have more developed palates than 'the apple, and pre-packaged Kraft cheese' syndrome already catered for.

9. Try more variety in Asian foods by adding mushrooms, bambooshoots, beansprouts, rabbit and fish to the list.

10. Supply wholemeal base cakes and biscuits e.g. honey and caraway cakes, apple and raisin slice, banana cake, oatmeal cookies.

If it is not possible to arrange for cooking to be done on the premises — and I guess it's not since most catering is done by outside firms — I would suggest contacting a health food business. I noticed that the Sanitarium shop in the Adelaide Arcade, the health shop in the Block, Pulteney Street and the one in Hindmarsh Lane off Rundle Street already have many of these items fresh daily.

I would hope that these items did not become the most expensive, since they are the most nutritious and that the demand would equal the demand for Ritter's Yoghurt pies (they sell well in the Cellar but are not available in the Refectory).

Food with chemical additives is the equivalent of chemically polluted air — they both make you less healthy the longer you have them.

Pat Lewicki.

RUFUS RECIPE 3



WHOLEMEAL BREAD ROLLS

1. Mix together 1oz compressed yeast, 1 cup warm water, 1 tbspn raw sugar and stand for 10 mins.
2. Place in a large basin 6 cups wholemeal flour, 1 dstepn raw sugar, 1/2 cup Soy flour, 1 pt warm water, 1 dstepn Salt, 1/2 cup wheat germ.
3. Mix together; add yeast mixture. Turn on to a floured board. Knead well.
4. Place in a basin, cover with cloth, leave in a warm place 1 hour.
5. Turn on oven, grease tray.
6. Knead dough again, shape into rolls.
7. Bake 1/2 hour at 500°.

Tom Roper, in his book *the Myth of Equality*, states that Australian schools "are places designed by middle-class English Australians for middle-class English Australians and controlled by middle-class English Australians". This means that the non-middle class child coming from a markedly different environment is not prepared for his school environment, and usually finds little improvement in this situation as he progresses through the educational process.

SOCIAL ACTION realizes the difficulties that many of these culturally deprived children face, and attempts to do something positive to circumvent this, through various tutoring groups.

The largest of these groups concentrates on helping children in various homes around Adelaide. The need of these children is obvious and as they are more accessible to help they are therefore a natural starting point. The children are tutored on a one-to-one basis, since one of the things they need most is a sense of individuality; of being a person rather than a unit of an organisation. Most of the children are from broken homes, of working-class parents and largely have a myopic view of society as 'them' and 'us' - 'them' being the administrators of the Home, Welfare Officers teachers, the police, the law etc. In most cases their parents did not encourage education and the Homes, either through lack of interest or lack of time can do little to change this anti-apathy to education.

Therefore, in addition to help with schoolwork, these children need to be given an awareness of the possibilities of education. They benefit from having a relationship with someone who is from outside the Home environment and who, moreover, is close to them in age; someone who represents friendship rather than authority. In the past it has been found that the establishment of a good relationship between child and tutor has been more important and successful than mere academic assistance.

SOCIAL ACTION has big plans for reforming society, but to put these plans into operation it needs **PEOPLE**. People who are willing to give up an hour of their time each week to tutor one of these children. We especially need more male students for the boy's Homes, but, the more tutors we have either male or female the more children we can help. No great academic abilities are required since most of the children are in third year or lower. Not too many of them make 4th year or Matriculation.

SOCIAL ACTION is attempting to do something for those children who do not make it to a normal school - the mentally retarded. In the past little effort was made to teach these people anything in the belief that they were incapable of learning even the simplest tasks. This however, has been clearly proved false by the way in which more and more mentally-retarded people are being employed by industries (either sheltered or otherwise), because of their ability to perform many repetitive tasks. Further proof lies in the construction of Strathmont, the 6 million dollar centre for the mentally retarded with its emphasis on education rather than hospitalization.

At present a group from Social Action is taking the children from Minda in art and craft lessons and in other creative tasks. However they are having problems with transport and would welcome the interest of anyone able to supply transport one day a week.

To some people these tutoring schemes may seem limited in their effect on the inequalities in our society, and to a large extent this accusation is true. However, involvement in Social Action, and especially in the tutoring groups, leads to an increased awareness of the limitations and anomalies of our society - an awareness which is essential before more extreme action can be taken.

Anyone wishing to become involved in Social Action should leave his/her name and address at the S.R.C. office, stating his/her particular interest.

SOCIAL ACTION is interested in the educational problems of another disadvantaged group - that of the non-English speaking migrants. Few schools provide an adequate opportunity for migrant children to learn English correctly, and the children's problem is aggravated by the fact that in many cases (as high as 85%) little English is spoken by their parents. Social Action's migrant sub-group has a large number of migrant families who desperately need help in their mastering of English. This assistance is given in the form of a one hour tutoring session per week, and no knowledge of the migrants' native language is required. Here again Social Action needs people who will spend one hour per week with a migrant family improving their command of the English language and hence their understanding of the complexities of Australian Society.

SOCIAL ACTION ABSCHOL



power to pensioners!

ONE COMMITTEE MEMBER FOR THE
UNIVERSITY'S RIGHTS AND RESPONSIBILITIES
COMMITTEE:

NOMINATIONS WEDNESDAY, 31st MARCH, THURSDAY, 1st
APRIL, FRIDAY, 2nd APRIL. SRC OFFICE.

ELECTIONS AT THE APRIL SRC MEETING.

COMMONWEALTH SCHOLARSHIPS

WE ARE MAKING A SUBMISSION TO THE FEDERAL MINISTER FOR EDUCATION AND SCIENCE AND THE COMMONWEALTH SCHOLARSHIPS BOARD. YOUR ANSWERS TO THE FOLLOWING QUESTIONS WILL ASSIST US IN MAKING THIS SUBMISSION.

1. Have you any complaints about the scheme's present administration? (e.g. payments, irregularities of awards, missing out on scholarships.)
2. Have you any suggestions about the scheme in the future? (On University or Advanced Education Scholarships; open, later year or mature age provisions of these; and Post Graduate Scholarships.)
3. Have you had any difficulties in having your course or subjects accepted for benefits?
4. Could you provide some estimate and evidence of your living, book and equipment costs?

Write to:

Ken Newcombe,
Education Vice-President,
A.U.S.
344 Victoria Street,
North Melbourne,
Victoria. 3051.

If you are unable to get satisfaction from scholarship officers in your state send details to A.U.S.





RAPE

Rational Approach to the Problem of the Environment (RAPE) was first mooted as early as September last year following the widespread inklings of concern about the environment reflected in the establishment of conservation bodies like Melbourne University Conservation Society. No action was taken then while further thought was given to the matter.

first meeting

On Tuesday of last week a group of fifteen people met to talk about RAPE. The only publicity for the meeting was a blackboard notice by the refectories — those who came were obviously interested. Those present came from the faculties of Arts, Architecture, Agricultural Science, Science. RAPE aims to appeal to people in all faculties — after all the problems of the environment are mostly socio-political, legal and economic rather than strictly biological anyway. The statement has been made that scientists could lick the problems tomorrow but only at the cost of destroying all existing societies. RAPE is not necessarily interested in playing revolutionary politics; it aims to be a body which takes no particular line in the reformist/revolutionary rhetoric battle.

We have forgotten what pure water tastes like. So many rivers and lakes are thickened with excrement— industrial, agricultural, human —that we drink a dilute chlorine solution instead.

STRUCTURE

The structure of RAPE is very much open for discussion. It has named 3 trustees so that it can operate a bank account (they are Ian Noble, Libby Heddle and Darryl Miller) and it has obtained a grant of \$30 from the S.R.C. so it can open an account. These trustees are regarded as interim structure only — possibly the final organisational core will be a Convenor and a Secretary/Treasurer. As well as this central structure there are several special-interest subgroups on the same lines as those set up within Social Action. In fact, the whole concept of RAPE is very similar in structure to Social Action in that the thinking of the people in it (at this stage, anyway) tends to emphasise:

(1) Rationality — debate on the pros and cons of an action before taking it, and constant evaluation of any continuing program.

(2) Revolutionary reform — see Anvil No. 1 this year for an explanation of the philosophy of revolutionary reform.

There is a need for an emphasis on rationality because there are already some forty-five conservation-orientated groups in South Australia, and these range in intellectual level from the "let's not hurt our little birdy-wirdy friends" groups (of which there are only too many) to groups of justifiably great public influence like the Town and Country Planning Association. All of these however are oriented toward particular problems of the environment or the environment in particular areas; what RAPE can supply that is new on the conservation scene is a universality of approach that can most readily come from such a multidisciplinary place as the University.

WHY RAPE? The name was agreed by the fifteen people at the meeting to be suitably dramatic — the rape of the earth is the process which is proceeding now. The word 'environment' was chosen over 'ecology' — a current in-word — because ecology is a particular science, one of the biological sciences involved in a study of the environment. Other disciplines are just as vitally affected and RAPE wishes to stress its multidisciplinary approach.

INTEREST GROUPS: Several interest groups have been set up now. Each of them consist of those people interested in that aspect of the cause, and has a convenor to initiate meetings and discussions and to co-ordinate activities.

1. PUBLICATIONS: CSIRO and other science-based organisations receive many requests for project material from secondary and primary pupils about the environment issue. Government departments such as Woods and Forests, Primary Industry, Agriculture produce material much of which of course is unsound and favours vested interests. RAPE is investigating whether some other material could be written and made available to school children. The convenor of the publications group is MISS VIRGINIA HOLMES, C/- RAPE, C/- S.R.C. Office, or phone 23-4995.

2. TALKS: Many requests come in from outside bodies for speakers on the problems of the environment. Such requests have been in the past either ignored or passed to the Botany Department or the Science Association. RAPE thinks it can and should be able to provide speakers who can talk competently and confidently about some aspect(s) of the situation to interested bodies — such as school classes, JC's, Rotary, Farmers' Associations, etc. The convenor of the talks group is MR. DAVID BALL, C/- RAPE, C/- S.R.C. Office.

3. RESEARCH: You will perhaps recall that there was a discussion last year about whether the effluent from the Glenelg sewerage works was being pumped far enough out to sea. That is one problem RAPE could have investigated with staff co-operation. Closer to home, why does the refectory only use ecologically disastrous non-reusable containers? Why does the cellar only sell cans? RAPE's economists ought to tackle that sort

of question. In Canberra, school children were able to compile a map showing which suburbs contained most rubbish — a waste-pollution density graph. RAPE could do that here if enough people are interested. The convenor of the research group is MR. IAN NOBLE, C/- RAPE, C/- S.R.C. Office.

4. INFORMATION: Obviously we are none of us experts in all aspects of the environment problems. There is thus a need for an increased level of information. Within the groups, then, information will be circulated to raise the information level of those interested. This is not a matter of preaching to the converted, but informing the converted. A partial catalogue of useful books and articles is held by Ian Noble and a fuller one is being compiled. Such publications include those of the Senate Select Committees on Water and Air Pollution. There are several articles on the wider aspects of social responsibility in National Science Magazine of which the Adelaide University Science Association has a few spare copies. This group is mainly for the benefit of those in RAPE, to improve the quality of the publication, speeches and research that are produced.

5. ACTION: There is also a group which intends to approach industrial bodies and persons in industry to watch for industrial polluters. Some firms are indulging in the practice of exhausting their polluting smoke at night when no one can see it. When such actions are detected RAPE would like to do something about it — hopefully a little more imaginative than a demonstration or picket line — perhaps a few searchlights illuminating the black smoke? Perhaps a few photographs in ON DIT of the garbage of the Barr Smith lawns after lunchtime? Perhaps action like The Fox in the States — perhaps a car-burial outside Highways Department? Perhaps a celebration of Earth Day (April 22), Moratorium on the Environment. Convenor of the Action group is DARRYL MILLER, C/- RAPE, C/- S.R.C. or phone 96-1940.

6. PUBLICITY: There are also people to do RAPE's publicity. At the moment our needs are not extensive but later much more publicity apparatus will be needed. Techniques will be developed as required.

NEXT STEP: People interested in RAPE will be meeting again on Thursday next at 7.00 p.m. in the Lady Symon Hall. All are welcome who are prepared to think rationally on the subject. Convenors are named so that ideas can be sent to them. Please send them ideas — we need ideas badly so as not to be merely another eco-action group. Also we need ideas so that we do not become another one of the groups like SDA, RUFUS who are using the environment solely as a political issue. Our concern is with our lives and those of our children's children — it could prove rather difficult for the social millenium to arrive if everyone has died of pollution by then.

BY THE BY: Although RAPE is not part of the Science Association, the Science Association is assisting RAPE in small ways. The Science Association's first discussion weekend will be held over the Anzac Weekend (23-26 April) on EOIKOS (The House of Man); that is, a discussion of the environment issue in its various aspects — Economics, Law, Sociology, Biogeography, Pollution, Ecology and numerous others. This will be held at Melville House (National Park) and will cost \$4.00 for 3 days or \$3.00 for 2 days. If you are interested, see A.U. Science Association, 1st Floor, in the flat at the S.W. corner of the cloisters. Incidentally, RAPE has annexed a room opposite A.U.Sc.A's room also in the flat.



PETER WILEY

PETER WILEY was bought to Adelaide by the Vietnam Moratorium Committee after speaking at the National Anti-War conference held in Sydney earlier this year.

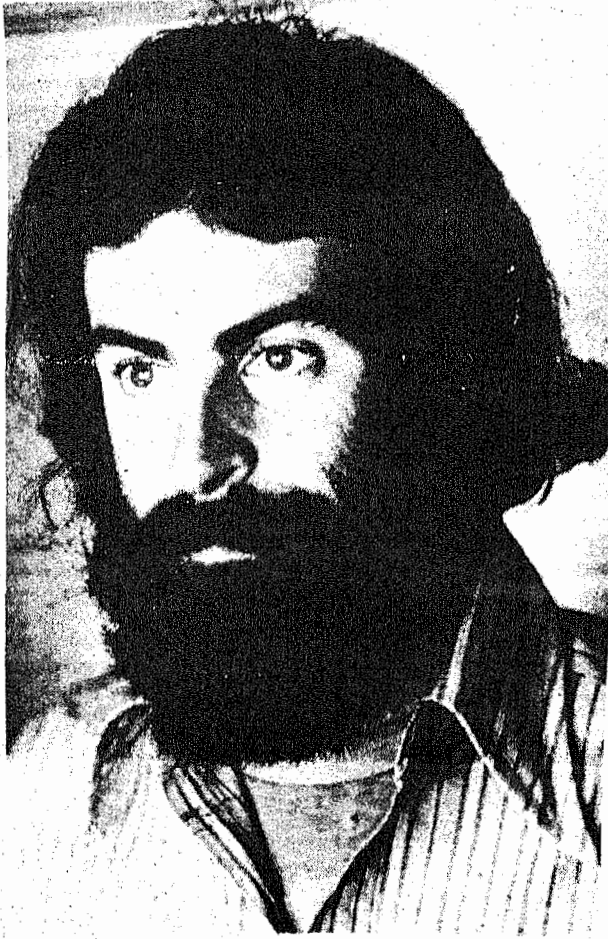
He emphasised the probability of the Americans using tactical nuclear weapons in Vietnam across the demilitarised zone and along the Ho Chi Minh trail. His sources for this move included the reputable academic critic Noam Chomsky. The likelihood of nuclear weapons being used depends partly on the reactions of the anti-war movement in America and throughout the world. Even today, however the amount of airpower being used is equivalent to the use of nuclear weapons.

In this interview he talks of America's wider role in Indo-China, the role of American corporations in Australia's education process, and the U.S. anti-war movement.

The quietly spoken, bright blue eyed Mr. Wiley was interviewed by Chris White during a meal time at Brian Medlin's. The barking of dogs, interruptions from children and the increasing slurring of words due to the consumption of alcohol have been omitted. To a large extent the limiting factors and inherent artificiality of the formality of the interview was felt by both. Questions were asked requiring the type of formal replies that he had already given at many meetings throughout Australia. And Peter Wiley as an individual with many interesting and important political experiences does not come through. What remains is important but limited.

Peter Wiley is on the editorial board of the American radical magazine "Leviathan."

He is 28, and first became active in radical politics in 1961 when he took part in a campaign against the House of Representatives Un-American Activities Committee. He graduated with an M.A. with a thesis on the coalminers in America. At present he is working actively with an organisation aimed at helping anti-war Vietnam veterans.



ON DIT

What does the invasion of Laos show about Nixon's strategy in Indo-China?

PETER WILEY

It shows a number of things. Firstly that the United States is defeated militarily and unable to develop any political alternative to the National Liberation Front and secondly that the United States is still committed to a military solution in Vietnam. What they have done in the last few years with Cambodia and now Laos is an attempt to force the military position to stabilise. Nixon says it is an attempt to provide security for American troops to withdraw, but we can only see it as an extension of the war in Indo-China. There is now only a change in military strategy from attempting to defeat the N.L.F. on the ground, to a strategy designed to completely destroy the Vietnamese people by the use of military technology, bombing, defoliants and policies such as the creation of a large number of refugees...

ON DIT

How do you see the United States wider role in Indo-China?

WILEY

For a number of years going back to before the Second World War, the United States explained that it was interested in the region of South-East Asia as an area with a large number of economic resources and a large amount of material wealth. The State Department explained in 1940 that they were fighting the Japanese for the control of the resources of Southeast Asia. Eisenhower explained in 1953 that the United States was aiding France in Vietnam, not because it was somehow beneficent in giving aid dollars, but because again the United States wanted to eventually control the economic resources in Southeast Asia... and the pattern continues on throughout the fifties to the sixties where political thinkers like Henry Cabot Lodge explained the outcome of the conflict, in Vietnam has to do not only with Vietnam but with Southeast Asia as a whole. What the United States was interested in, in terms of economic potential in the 1940's, has now become a reality, particularly in the last five or six years for U.S. investment and other types of economic activity has grown rapidly in Southeast Asia. One example is the oil reserves under the Gulf of Siam, which are some of the largest in the world, and which have just been divided up by American corporations. There are over a hundred corporations which own Thailand, and they are now increasingly casting a much more greedy eye on Indonesia, which is regarded as one of the richest countries in the world. So you can see historically, that the U.S. is expanding economically and that they therefore need military protection, which is what Vietnam is all about.

ON DIT

Why do they need military protection?

WILEY

Because United States economic intervention disrupts the traditional economic patterns of development in these different countries like Vietnam and Thailand and creates conditions for widespread popular revolt. This is similar to the actions of the French in Vietnam. The conflict you have in Vietnam has now been generalised throughout Southeast Asia, where U.S. intervention economically creates popular resentment, which leads to U.S. intervention militarily.

ON DIT

Don't you think that it is wrong to assume that because American imperialism is acting in a country, that there will naturally then be a nationalist popular revolt?

WILEY

You can see this acting in different ways in Southeast Asia. The U.S. has concentrated on Vietnam and Thailand primarily because they have been able to persuade the governments — or in the case of Vietnam because they created that government — that American capital would be beneficial to their economic development. And of course, they have never in the past been able to convince the Cambodian government under the resistance of Prince Sihanouk. Ultimately there was conflict with him over this, which leads to their support of the Lon Nol right wing dictatorship. I do not know of any country in Southeast Asia where U.S. economic and military intervention has bought and created a stable political situation. There is stability in Indonesia and the country is safe for American investment, but this was at the expense of several hundred thousands dead.

Ultimately, any Asian economy with U.S. capital is not going to develop in a balanced way. If that is the model of the kind of stable society that the U.S. intervention creates, then I don't think that anyone should be very interested in it.

ON DIT

How do you see Australia's role in Southeast Asia?

WILEY

I think that one thing is clear and that is that Australia is committed to the defence of Southeast Asia beyond Vietnam. A number of points could indicate this. I'll mention two.

Firstly, there is the direct participation of Australian academics in counter-insurgency programmes in northern Thailand. Secondly there is the participation of Australia in the defence of Singapore, which is an important part of the defence perimeter that the U.S. is building on the Asian mainland. Both of these may be small scale token forms of participation in American expansion. But they are comparable to the type of thing a small power can do, in the military sense. Australia can't intervene on the same scale as America. But it definitely is an uncritical ally of the United States and is in fact subordinate to U.S. interests. This has been the case since before World War II. Australia's operatés in Asia as American's most important Ally after Japan.

ON DIT

Isn't there contradictions between America's and Japan's activities in Southeast Asia? How does Australia fit into this?

WILEY

The relationship between America and Japan is very complicated and I can only touch on it briefly. One of the reasons the United States is interested in the region of Southeast Asia is that it is aware that Japan is an island economy. This means that as a very advanced industrial economy Japan needs both resources and markets. Traditionally, before World War II, Japan looked towards the Asian mainland, basically the East Asian co-prosperity sphere, as an area where it could develop its markets and get its resources from.

But because of the socialist Chinese revolution, a large part of East Asia has been removed from Japan's economic sphere. Japan had of course expanded in to Manchuria Manchukuo, in the 1930's and now because of the Chinese revolution it does not have the same type of access to the Asian mainland. So it can be argued that the United States is developing now with Japan Southeast Asia as the new region of the co-prosperity plan. But the fact is that Japan has expanded economically more in western Canada and Latin America than Southeast Asia. This is up to this time, but Japanese economic activity in Southeast Asia has grown in the last few years and the idea that the United States advances is that it is not only developing Southeast Asia for itself but for Japan still holds. Japan is also very active economically in Australia. I think that Australia is now its main source of iron ore. BHP has signed twenty or so contracts with the Japanese to provide them with iron ore for a long period of time, so that both American and Japanese capital are coming into Australia and developing it in almost a classic colonial way, concentrating on investment in the raw materials sector of the economy; but the United States has also invested in other areas of the economy and it is not clear at this point whether Australia will become a traditional type of neo-colony under American domination. Magazines like the Far Eastern Economic Review, which can only be regarded as a capitalist magazine, says that Australia is developing into an American neo-colony. Culturally this seems to be definitely true. Economically I'm not sure whether American capital is the pivot of the Australian economy now. I read before I came here the Australian Financial press and they argue two things. They argue that without American capital Australia could not maintain its present standard of living and they argue that they need American capital to do two things; 1) to initiate investment projects because there was not enough, I don't know what exactly they thought they didn't have, entrepreneurial initiative or something, and secondly, that they needed the entrepreneurial skills of the United States. What they argued very clearly was that in order for Australia to maintain its present level of imports they had to have American investment in areas where they were developing Australian exports; and that is most important in the raw materials sector, so American investment in the raw materials sector creates exports which creates trade dollars which allows Australia to import goods and maintain its present standard of living. So the sense that I get from the American financial press is the increasing dependency on American capital, to expand the most dynamic sectors of the Australian economy.

INTERVIEW

ON DIT

What has this to do with the University system in Australia?

WILEY

Both the American financial press and the Australian financial press and the Hong Kong financial press talked about the fact that there wasn't an extensive enough tertiary education system in Australia, and Australia hadn't developed sufficiently in the areas of research and development and there wasn't enough technically trained labor to keep pace with the development of the Australian economy. So what the United States would like to see is a much more extensive development of the University system in Australia. Obviously what they want to do is create technical labor and a managerial class which could then work in American corporations. They want to encourage a particular type of labor that would mean that when students got out of University they would have to work with corporations such as IBM, Caltex, Esso, Goodyear Rubber, GMH, etc. or any particular American corporation which needs those particular skills. So that you can see that American economic activity is not only concentrated on those traditional colonial patterns of exploiting the raw materials sector, but is putting pressure on the whole political economy to develop in a particular way, so that Australia will provide resources not only in terms of capital but in terms of labor, and in this case highly trained labor of University students for U.S. corporations. And this is the kind of question I realised when I spoke at the South Australian Institute of Technology. The students came up to me and said well as more technologists we are still worried about what goes on in Vietnam, but this seems very removed from our situation, and I then had to bring the concern back to what they, as technologists in Australia were going to do in the context of the American penetration of the economy. And I explained that when they finished they may have no other choice other than to work for U.S. corporations. Thus you see the extension of US imperialist domination into all aspects of your life.

ON DIT

Yes, I think that the Australian student movement is becoming much more aware of these types of direct capitalist penetrations into the education system. Largely, of course, this follows from the development of the student movement in the United States. There it is often much more blatant and direct. I often think it is important not only to concentrate on the penetration of corporate and military research onto campus, but to emphasise the actual nature and content of the education that is received, in that a definite set of social and cultural values are being inculcated which bolster and protect the interests of the system. This is more so in the social sciences. It is obviously harder to concentrate on this and to show the way in which it works. But the attempt should be made to criticise the world view propagated.

WILEY

What is your evaluation of the content of Australian education?

ON DIT

This is obviously fairly complicated. Basically I would argue that there is no critical scholarship in Australia, e.g. on the Arts side, no significant schools or tradition of sociology or Marxism which could give students the opportunity to understand why they are against the system. There isn't really any strong liberal tradition in the Universities; basically it is an offshoot from England. The rest just inculcates general values which support everyday life in Australian society.

WILEY

Yes, what is clear is that it is not necessary to train students in very narrow vocational ways in order to prepare them to enter careers in corporations. It is not necessary to train them in, say, business. What we know in the States is that many corporations are more interested in hiring students with a liberal arts background rather than those with some specialised technical background. The trend in Australia seems to be the same in the United States, in that the focus is on developing a managerial elite through the educational system. The important question is then posed; whose administrative elite are Australian students being trained for?

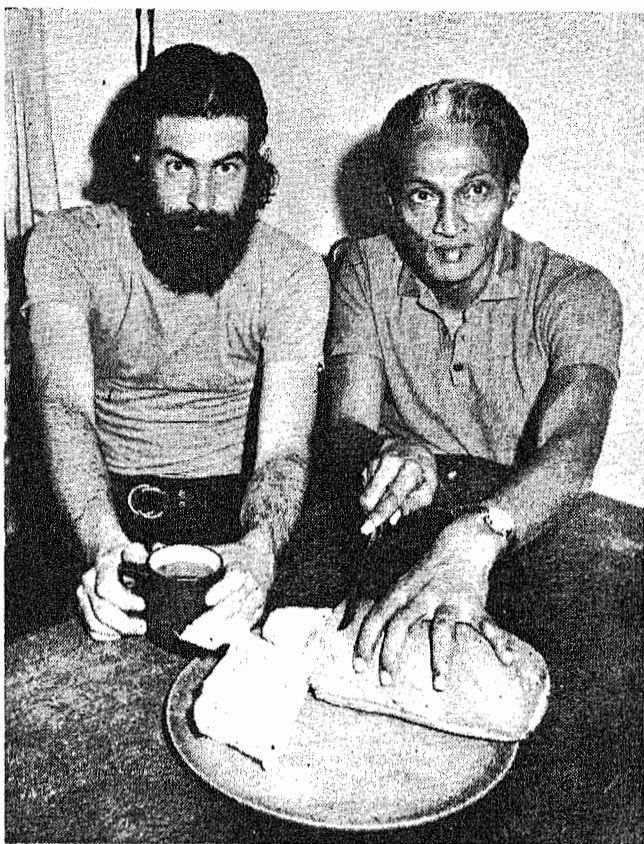
Because of the increasing predominance of U.S. corporations it is clear that the jobs that are going to be open to highly trained university students are going to be in U.S. corporations. And these interests want the Australian educational system to develop so that there is entrepreneurial skill in Australia, rather than importing it.

ON DIT

What do you think the student movement can do?

WILEY

In the U.S. we began in two ways. We began by presenting information about the war in Vietnam, that wasn't accessible through the normal course routine. What students began to recognise over a period of time was that the anti-war movement and the revolutionaries participating in it were interested in a real educational experience. They had to compare their educational experience, within the confines of the conventional curriculum which focused on basically irrelevant information with the kind of educational experience that could be developed through political practice on the campus. Students made the choice between the one, that taught them all sorts of educational sophistry, and the other which the revolutionaries were pushing that had a lot to do with the realities of the situation in the U.S.



Peter Wiley clutches his coffee early in the morning after a hard night's anti-war campaigning with Ceylonese trotskyite Bala Tampoe.

(Photo courtesy The News.)

ON DIT

A comparison is often made between the U.S. and Australia, in that American students were radicalised by participating in liberal types of activities that were centred much more outside the universities in community activities and in civil rights.

WILEY

True, that the way in which the student movement in the US developed was different to Australia. A number of white middle-class students went south and participated in the Civil Rights movement and with the development of Black Power in the civil rights movement these political cadres returned to the campus. Black power movement didn't think that white people should work in a black community. As the centre of racism is in the white communities that is where they thought white students should organise. In 1964 that left a number of student militants in a position where they had to return to campus. I didn't want to work in the civil rights movement; I could never see myself organising black people. I felt that among white people there was a very strong missionary attitude towards black people that was basically racist and paternalistic. I don't want to criticise too strongly the importance of white students working with black people. It was an important educational experience and white people contributed tremendously to the Civil Rights movement. I couldn't do it myself; I chose in 1964 to work with coalminers in Kentucky. I left that situation when I recognised the missionary elements in my being there. As a person from a basically suburban middle class background it was very difficult for me to adapt to the culture of the working class and mining communities. Our political idea at the time had been to build an "inter-racial" movement of the poor. We saw that we needed a popular movement of black and white poor.

When we returned to the campus we met people who had been involved in Civil Rights movement and together we put together the anti-war movement in the beginning of 1965.

ON DIT

How did you operate?

WILEY

Through an analysis of the education system and an understanding of the way capitalism was changing, we began to understand that the university produced the upper echelon of the working class essentially. We developed something called the new working class analysis; students had some identity as students and the student movement was not merely an auxiliary to the working class movement. In the educational situation students are not workers, we argued, but are being prepared to enter the upper echelons of the working class. Through the student movement it is thus important that they develop some class identity. This is very difficult as this part of the working class has obviously very elitist attitudes to the industrial working class.

ON DIT

Would you say that the contradictions of capitalism today are appearing not in an old classic marxist working class sense, but in the upper middle class students who are expected to move into managerial positions?

WILEY

Largely yes. Only a small number of students will become corporation executives at the highest managerial levels. The fact is that the bulk of students are going to take jobs which will be alienating similar to the pressures on the industrial working class. The main difference being that the student has more illusions about his class background. You have an educational system that trains people to enter the industrial working class and also managerial skills, but they are still workers. This is where the student movement should organise. But there are still a great number of debates on the issues involved.

To a certain extent the traditional Marxist analysis can be made. Today all it is, is that workers now need a higher degree of training than when their job was simply to turn a bolt on the assembly line. Now, because of the sophistication of the economy, workers need greater training.

ON DIT

How do you see the radicalisation process of people with white upper middle class values? How does the change occur?

WILEY

It is very difficult to say why people like myself change. People like myself entered the education system expecting a great deal from it. There were a few minor aberrations in the educational system that we thought could be improved with reforms. Over a number of years though, we found that our educational experience was meaningless, it was designed to train us to fit into particular economic slots, and the educational system was closely connected with the largest corporations in the U.S. These corporations were in control of the economy and the State, and one of their principle activities was economic expansion overseas. Thus over a period of time we learnt that the U.S. was imperialist and we became extremely disillusioned with the roles that we were designed to fulfil. We either tried to escape the economic system and dropped out, or decided to take it on frontly by becoming revolutionaries.

ON DIT

Did you come to realise this through intellectual means or through a more direct sort of experience?

WILEY

Well it certainly wasn't economic oppression! For myself, I learnt these things intellectually. I spent a lot of time reading Marx, Lenin, Trotsky, Mao etc. At the same time the Cuban revolution and the Black Liberation movement were going on, and these were very important experiences for young people. After four years I decided to put some of my ideas into practice. Then I went to Kentucky to organise coalminers.

ON DIT

Have you resolved the problems you might have seen with young middle class intellectuals going to the workers?

WILEY

No not really. What we see in the U.S. is that middle class dropouts, whether political or not are being forced into a situation where they experience the same types of repression as young working class people, who, for instance, may have been through the military and now as veterans can't get work. They live in the same youth communities and there is now tremendous cross fertilisation between middle class youth and white working class youth.

ON DIT

Your experience of radicalisation seems much richer, more complex, and more oppressive too, than anything in Australia.

WILEY

From say 1964-68 the American economy was still basically prosperous and there were a lot of job opportunities for those willing to enter the work force. A lot of middle class youth decided not to enter the work force, either because they could be supported by their parents or because they could exist with part-time jobs. They weren't interested in material possessions, but did have the opportunity to re-enter the workforce in the positions they were trained for. But what has happened in the last few years is that people who chose to drop out have not been able to escape the economic system, American capitalism. They've been oppressed in the youth communities they live in, and job opportunities have been restricted. Now you have a convergence in communities of white working class and middle class kids, sharing common oppression. They are all thrown into the same economic situation.

ON DIT

How important do you see theoretical Marxist work as being, compared with organising community work where one learns through experience?

WILEY

I have flipped back and forth between tremendous interest in theoretical work and a very empirical interest in theoretical work. I've been arguing for a long time that we have to study the actual American economy, culture, and American imperialism and apply the tools of Marxism etc. to the actual situation in the U.S. in an attempt to analyse what the situation is and how the ruling class is going to move in the next few years. That's how I became interested in S.E. Asia. I wrote the "Pacific Rim" article (Australian Left Review 26) specifically to understand how the U.S. would move in the next few years. It turned out that my analysis was fairly correct. They were committed to a military solution, and they would not give up Vietnam.

At the same time I have felt cut off from the day to day development of the movement, working on a paper; so recently I decided to do less research and writing and spend more time working with G.I.'s and veterans to get a better sense of what the mass movement in the U.S. is all about. People from my type of background have to establish a dynamic between theoretical thinking and practical work. There are a number of radical academics totally cut off from the day to day practice of the movement. They would like to develop some kind of strategy for the movement, which is absurd as they don't understand the realities of the situation, I'm Marxist in the sense that I think the people, particularly from my background can learn a lot from the masses and I want to immerse myself in mass struggle. The development of strategy has to come out of a large number of people. I don't think I can participate in the development of strategy for the American revolution without that immediate sense of what's going on...

SCIENCE vs THE MILITARY- INDUSTRIAL COMPLEX

USE AND ABUSE OF SCIENCE

Part III

by Clyde Manwell & C. M. Ann Baker



'You will do what pays us. You will make war when it suits us, and keep peace when it doesn't. You will find out that trade requires certain measures when we have decided on those measures. When I want anything to keep my dividends up, you will discover that my want is a national need. When other people want something to keep my dividends down, you will call out the police and military. And in return you shall have the support and applause of my newspapers, and the delight of imagining that you are a great statesman.'

Andrew Undershaft in G. B. Shaw's
"Major Barbara" (1905)

The War Machine

The clearest examples of the misuse of science are its applications to war. While the development of nuclear weapons, and of chemical and biological warfare, are the first examples to come to mind, one must not discount the role of science in improving the technology of less sensational, if equally deadly and more frequently used, conventional weaponry. But, we must also consider that a number of scientists have been in the vanguard of anti-war protest.

Statistics give the best evidence of the extent to which the war machine runs modern science — but we must not forget that the war machine runs much else besides science (see, for example, Sidney Lens "The Military-Industrial Complex" Pilgrim Press and National Catholic Reporter, United Church Press, Philadelphia, 1970). In the period 1946-1967 the U.S. government spent \$904,000,000,000 on military matters 57% of all its income; in the same period it spent \$96,000,000,000 but 6% of its budget, on all social functions, including education, health, welfare, housing, community and urban development etc. Estimates differ, but the general range is that between one-half and one-third of all American scientists obtain either salary or research money from war-oriented sources. For postgraduate students from the Massachusetts Institute of Technology (MIT), 45% take jobs with the 100 major defence contracting firms.

Effect of the Military-Industrial Complex on the University

Such financial largesse from the military can be expected to have made serious inroads on the universities. Over the last twenty years there have been repeated revelations of the existence of various 'blacklists', including the names of hundreds, if not thousands, of scientists — even to the extent that Nobel Prize winning microbiologist Salvador Luria was kept off of the National Institutes of Health grant reviewing panels, ostensibly because of 'security reasons', but in reality due to his strong opposition to American intervention in Southeast Asia [New Scientist, 30th October, 1969, p. 254]. Such an example is even more ridiculous than might appear, for on a NIH grant reviewing panel he would have no access to classified information.

There are approximately 100 perceived violations of academic freedom for every instance that is reported to the American Association of University Professors (AAUP) [H. M. Bahr, 1967. Social Problems 14: 310-320]. The record of the AAUP in probing the problems of America's academe is not encouraging; as Bahr points out, for the five critical years in the early 1950's when the military and politicians purged American universities of a number of liberal staff members, the AAUP failed to report or discuss any of the many cases of firings, suppression and general outside interference in university affairs.

Direct connexion between universities and the military is exemplified by the interchange of military and university personnel: For example, a former administrator at the California Institute of Technology was Lee DuBridge, vehement hawk on Vietnam, and until recently President Nixon's science advisor [New Scientist 27 March 1969, p. 697]. In 1968 alone, Cal Tech received \$3,500,000 from the Pentagon. After Lee DuBridge left Cal Tech to advise Nixon, Cal Tech became headed by former Air Force Secretary Harold Brown [Lens "Military-Industrial Complex"].

Dean Rusk, number one hawk behind Lyndon Johnson, had been a Director of the Rockefeller Institute (now called Rockefeller University), which also supported him after leaving government service. Henry Kissinger, number one hawk behind Nixon, is a German academic recently at Harvard University.

To what extent has the military-industrial complex influenced American universities and scientists in routine matters? It is the opinion of D. S. Greenberg ["The Politics of Pure Science", recently brought out by Pelican Books (1969) with the title changed to "The Politics of American Science"] that it has caused considerable downward deviation from the professed scientific ethics of honesty, impartiality and humanitarianism — although he tends to blame the scientific leadership more than the ordinary scientist.

That there has been strong selection for conformity in staff appointments has been brought out by as different studies as Theodore Caplow and Reece J. McGee's "Academic Marketplace" [Basic Books, N.Y. 1958] and Anne Roe's psychological studies on scientists at different universities. Using independent evaluation of Rorschach tests, she found remarkable differences between universities in the extent of conformity or originality, with the large state universities doing badly with the exception of the University of California at Berkeley [Anne Roe, 1953 "The Making of a Scientist"]. Similarly, Lauren Wispe' [Science 141: 1256-1261 (1963)] found that eminent psychologists at major state universities, studied by the use of factor analysis, ranked, to quote, 'markedly low in altruism'. Although cause and effect are not entirely obvious, it is likely that the 'value-free' opportunism of the military-industrial complex has made surprisingly extensive inroads.

The high incidence of research money related to military interests in the USA, or the USSR, might be 'excused' on the basis of the preoccupation of those governments with the possibility of conflict with each other, or with China — if not on the basis of their more immediate desires of suppressing revolt in Indochina, or Czechoslovakia. However, as J. D. Bernal, Fellow of the Royal Society, emphasizes, Britain spends 40% of all research funds on 'defence', and for an important part of the remainder, that administered by the Science Research Council, 46% goes to nuclear physics [Political Quarterly 38: 10-26 (1967)]. Thus, such abuses of science can not be explained entirely on the basis of bad behaviour by Americans or Russians. There appear to be less overt signs of military influence at the University of Adelaide than at other universities we have seen.

The Rise and Fall of F. A. Lindemann

Rolf Hochhuth's controversial play, "Soldiers", actually reached the same conclusion as did two English establishment writers, e.g., C. P. Snow's "Science and Government" [Oxford University Press, London, 1961] and R. C. Clarke's "Tizard" [Methuen, London, 1965], namely: the physical chemist F. A. Lindemann (later Lord Cherwell) in the capacity of chief scientific advisor to Churchill in World War II gave a number of pieces of erroneous and harmful advice, including:

1. Lindemann convinced Churchill that the discovery of nuclear fission, and German work towards a uranium bomb, should not be taken seriously.
2. Lindemann attempted to suppress research on radar, proposing instead to concentrate effort on impractical aerial mines. He would have succeeded except that the scientists involved in radar development, led by Henry Tizard, worked in secret and managed to conceal most of their activities from Lindemann.
3. Lindemann tried to convince Churchill and others that the photographs showing the first rocket launchers at Peenemunde were a 'hoax'. This is the site where much of the research on the development of the all-too-successful V-1 flying bomb and V-2 rocket was done under the direction of Werner Von Braun [see also R. V. Jones' article 'The Peenemunde Mystery', pp. 55-63 in "Experiment", published by the British Broadcasting Company, 1964].



4. Lindemann was against bombing strategic targets like factories, dams, bridges etc., but emphasized bombing the German civilian population in working class suburbs only. Not only did Lindemann ignore the psychological factor, that such bombing forced a healing of the split caused by the anti-labour attitude of the Nazis, but in his calculations errors were made in handling the same kind of exponential functions Lindemann has used (correctly) in papers on kinetics.

C. P. Snow (now Lord Snow) and R. W. Clarke both mention Lindemann's wealthy background and peculiar personality as possible factors influencing his judgement — C. P. Snow went so far as to mention Lindemann's sex life (or lack thereof). The crucial question is to what extent his wealthy background and personality explains his fixation with fire-bombing the German working class, a fixation which had passed far beyond any cold rationality of the deadly statistics of war, or the advice of both military leaders and several famous scientists (including P.M.S. Blackett, A. V. Hill and Henry Tizard) that the war would be ended much more quickly by selective bombing of military targets than by saturation bombing of civilians. In this horrible error, Lindemann had his way, and it was only after the war that evaluation by military strategists revealed that the fire bombing has accomplished no more than massive killing of civilians with little or no effect on German war effort.

C. P. Snow received considerable criticism for being the first to discuss at length the Lindemann-Tizard argument, including his brief consideration of personality and background. But, Ronald Clarke's defence of C. P. Snow contains a succinct statement of the incompatibility between science and secrecy where human rights are concerned (quoting from p. 137):

"... at least some of the reaction from scientists reflected the view that Snow had 'brought into the open something which we always hoped would have remained concealed.' This attitude is natural, if open to criticism. All closed sects, military, scientific and religious, prefer to keep their own private skeletons locked away from public sight. In this case the attitude gives scant regard to the millions whose lives were affected — in some cases lost — by the war-time repercussions of the [Lindemann-Tizard] argument."

The Rise and Fall of J. Robert Oppenheimer

"We wanted to have it done before the war was over and nothing could be done."

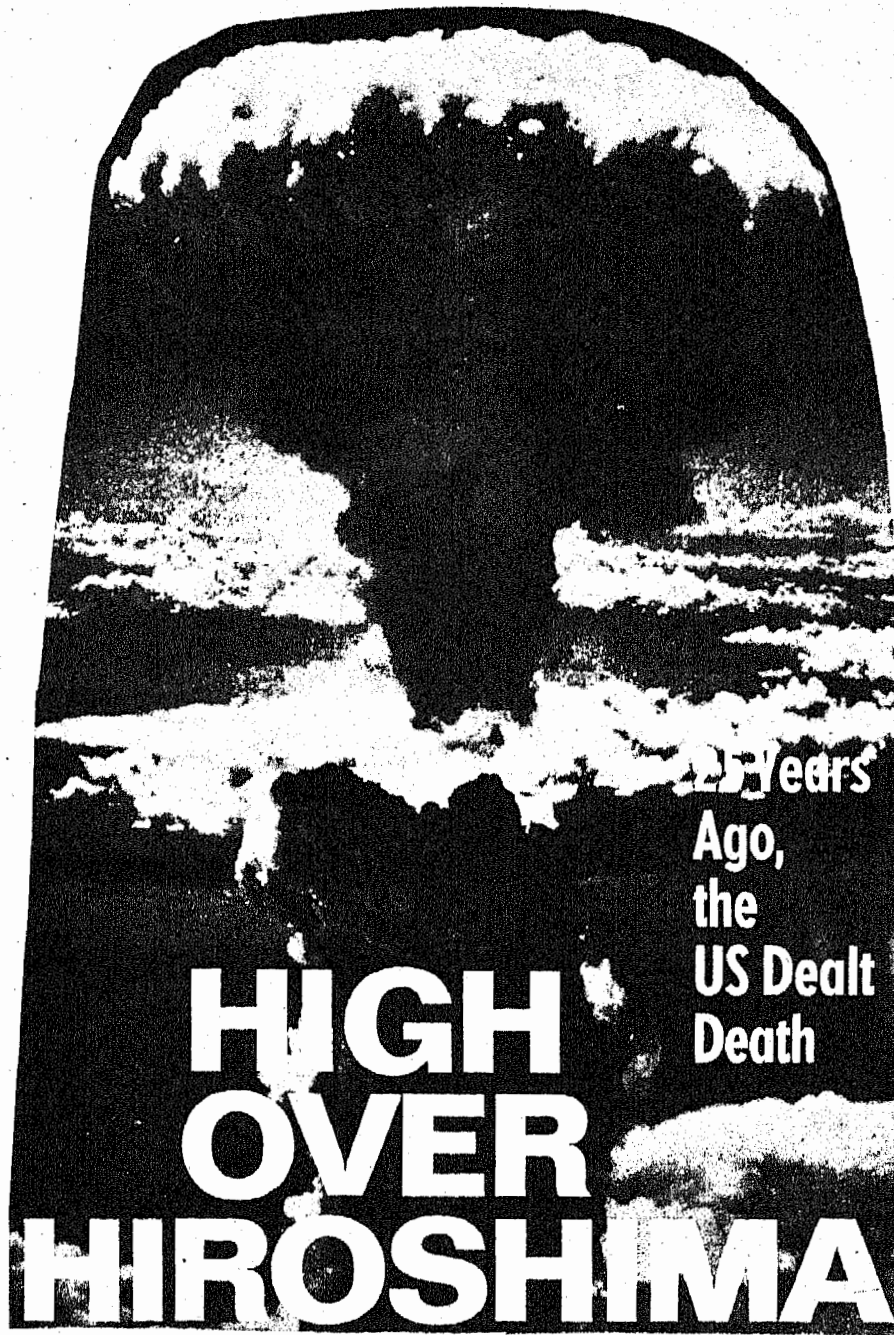
J. Robert Oppenheimer

The story of the development of the atomic bomb provides an excellent introduction to the intersection of science, politics and the military. The 'hero' of this episode is J. Robert Oppenheimer, a nuclear physicist of considerable reknown, as well as a capable scientific administrator. Much of the following is based on two books, Robert Jungk's "Brighter than a Thousand Suns" [translated into English in 1958, published by Pelican Books in 1964] and Michel Rouze's "Robert Oppenheimer: The Man and His Theories" [Souvenir Press, London, 1964].

However much one deplores what was done with the atomic bomb, it must not be forgotten that initially the Germans appeared to be ahead in the development of this weapon [see next section]; furthermore, thanks to Werner Von Braun and his fellow rocketeers, the Germans clearly already had the means to deliver such atomic weapons on England and Russia without fear of interception — and the Germans were building transatlantic rockets when finally defeated. Had Hitler obtained the atomic bomb first, the events would have been too horrible to imagine. It was for such reasons that many American, English, Australian and Canadian scientists, together with a significant number of European refugees, worked feverishly on the 'Manhattan Project'.

The use of the atomic bomb against Japan has been frequently and justifiably condemned — although the total casualties were less than those who died in the bombing of Britain, the siege of Leningrad, the fire-bombing of German cities, the German concentration camps, or the Japanese prisoner-of-war camps. When it became obvious to the atomic physicists that the bomb would work and would be dropped on Japan, James Franck and several other prominent scientists submitted a report to the U.S. Secretary of State urging that the bomb not be used on Japanese cities. Oppenheimer wavered on this matter and was not among the protesters.

It is easy to condemn the dropping of the bomb on Hiroshima. However, some argue that only the practical demonstration of an extremely powerful 'super-weapon' would have convinced the aggressive Japanese government to surrender and avoid much greater loss of life on both sides. Against this, it is said that Japan was making 'peace overtures' at the time of Hiroshima. Unfortunately, 'peace overtures' are often employed routinely as part of wartime intelligence to assess the will to fight, or even possible terms of conditional surrender to the enemy; thus, as in war there is no reason to assume the antagonist is honest, the American government, whatever its more recent sins, did have reason to be sceptical of the Japanese 'peace overtures'. Nevertheless, it can also be argued that the bomb might have had as dramatic effect on the Japanese government, without the extensive loss of civilian life, had it been used on military targets. And, whatever the arguments about the first bomb, dropping the second atom bomb, on



75 Years
Ago,
the
US Dealt
Death

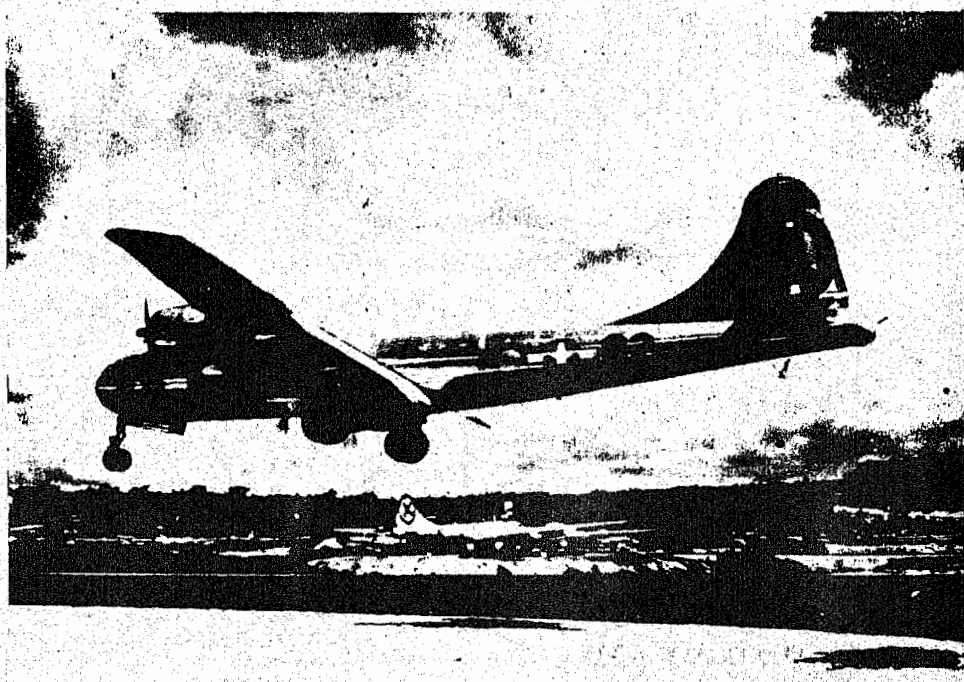
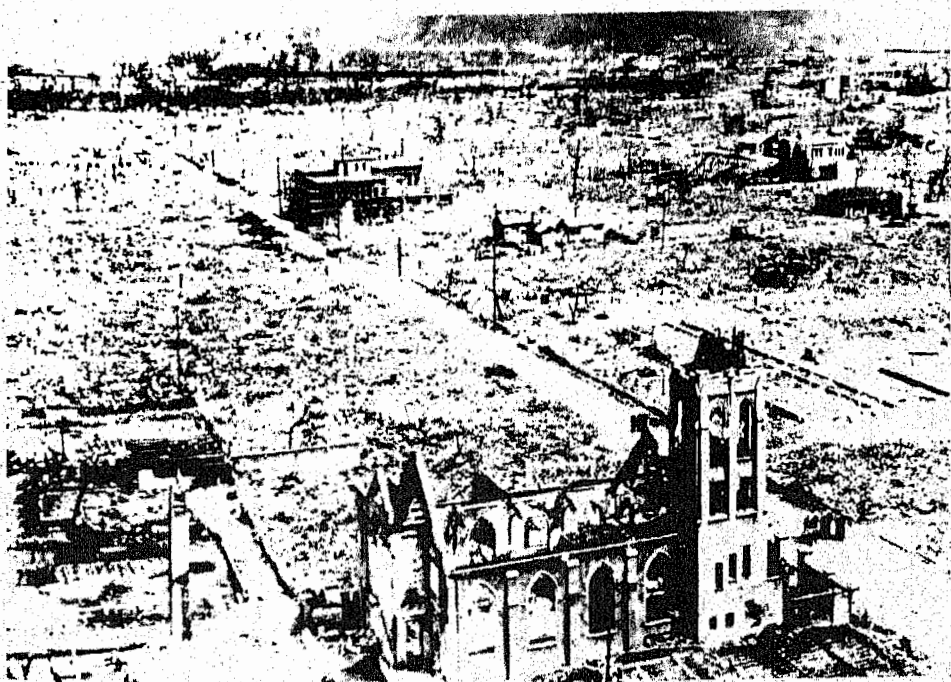
HIGH OVER HIROSHIMA

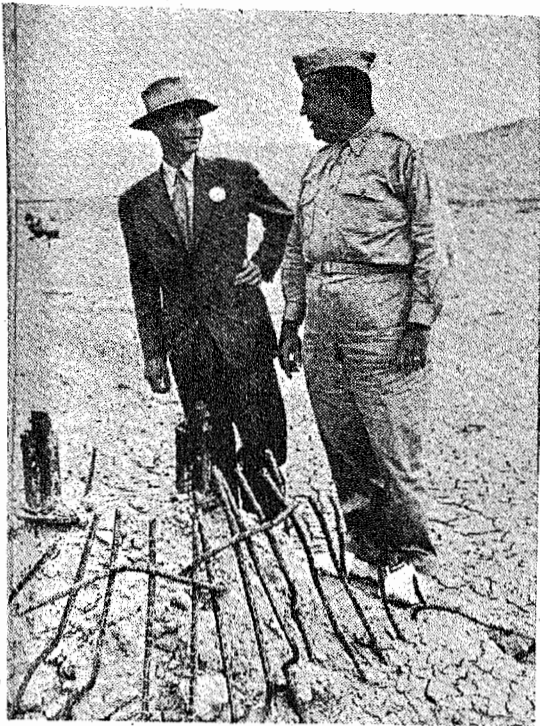
Nagasaki, was clearly 'overkill'. Perhaps this is what caused many of the scientists on the atomic project to believe that there had been a catastrophic misuse of science. Many expressed serious regrets at having participated in such research and, in particular, for having delivered such a weapon into the hands of the military and the politicians. (Here too the situation is complex; it can be argued that — so far — only the possession of such awesome megadeath weapons, whose consequences have permeated into the mind of even the most corrupt politician or psychopathic military leader, has prevented the USA and USSR from engaging in World War III.)

However, a number of scientists disregarded the use of the fission bombs and were eager to build the fusion bomb — 'the super'. The best known of these is Edward Teller, 'the father of the H bomb'. However, there are others of these modern Fausts, and it is frightening how many of them have risen to prominent positions in science and universities besides Edward Teller, e.g., Teller's capable assistant who solved certain difficult problems in the technology of the hydrogen bomb, Frederic de Hoffman (see Jungk, 1958), who subsequently became Vice-chairman of Gulf General Atomic, and is now Chancellor of the Jonas Salk Institute [Bioscience, 20, p. 922 (1970)], and Herbert York, described as 'a former ranking Pentagon official' [Time Magazine, 20th July 1970, p. 21] and is Chancellor of the University of California at San Diego [Garrett Hardin "39 Steps to Biology, Readings from Scientific American" Freeman, San Francisco, p. 340 (1968)].

Oppenheimer's life did not proceed so smoothly. He was not in favour of developing the hydrogen bomb, although as both Jungk and Rouze point out, it is by no means clear to what extent this opposition was on moral grounds and to what extent it was because of the extreme technological difficulties. In fairness to Oppenheimer, having learned of the Byzantine mind of the military-industrial elite, he may well have realized that a technological opposition would be more effective than a moral opposition! In the early 1950's Oppenheimer became a target of abuse for certain high ranking military men. There has never been any evidence that Oppenheimer passed secrets to the Russians, or even had liberal sympathies except in his early years. Oppenheimer's 'Communist' episode was confined to a period of association with a supposedly Communist girl friend in the 1930's.

Enola Gay, B-29 named for the pilot's mother, lands at Tinian after dropping the atomic bomb on Hiroshima.





Dr. Robert Oppenheimer, and Major General Leslie R. Groves at the sight of the first atomic explosion.

Oppenheimer terminated both the personal and the political relationship by creating a minor scandal in running off with a doctor's wife in 1940 (Jungk, 1958).

At the same time as Oppenheimer became estranged from the military, he also became a target of abuse for the Faustus who could not wait to develop the hydrogen bomb, especially Edward Teller, who later testified against Oppenheimer in the famous trial. The result of the trial was Oppenheimer's loss of his 'security clearance', removing his access to secret documents.

After the 1954 trial, Oppenheimer left government service, took the position of Director of the Institute of Advanced Study at Princeton University, and devoted much of his time to appearing in a more 'philosophical' role as spokesman for the conscience of science. Indeed, Oppenheimer had received a physicist's lesson in soul: like the elementary particles, the soul is quantized — you can not sell only a part of it to the devil.

Here is a bit of the record of Oppenheimer being interrogated by the Public Prosecutor at the trial — it is worthy of Kafka. Quoting from p. 292 in Jungk, 1958:

PROSECUTOR: You mean you argued against dropping the bomb?
 OPPENHEIMER: I set forth arguments against dropping it.
 PROSECUTOR: Dropping the atom bomb?
 OPPENHEIMER: Yes. But I did not endorse them.
 PROSECUTOR: You mean, having worked as you put it, in your answer, rather excellently, by night and by day for three or four years to develop the atom bomb, you then argued it should not be used?
 OPPENHEIMER: No. I didn't argue that it should not be used. I was asked to say by the Secretary of War what the views of scientists were. I gave the views against and the views for.
 PROSECUTOR: But you supported the dropping of the bomb on Japan, didn't you?
 OPPENHEIMER: What do you mean, support?
 PROSECUTOR: You helped pick the target, didn't you?
 OPPENHEIMER: I did my job, which was the job I was supposed to do. I was not in a policy-making position at Los Alamos. I would have done anything that I was asked to do, including making the bombs a different shape, if I had thought it was technically feasible.
 PROSECUTOR: You would have made the thermonuclear weapon too, wouldn't you?
 OPPENHEIMER: I couldn't.
 PROSECUTOR: I didn't ask you that, Doctor.
 OPPENHEIMER: I would have worked on it.
 PROSECUTOR: If you had discovered the thermonuclear weapon at Los Alamos, you would have done so. If you could have discovered it you would have done so, wouldn't you?
 OPPENHEIMER: Oh, yes.

Scientists under Hitler

The record of German scientists in the rise of Nazism is not good. Joseph Haberer in "Politics and the Community of Science" [Van Nostrand Reinhold, N.Y., 1969] provides a scholarly analysis of the capitulation of German science to the Nazis, abundantly documented with quotations, and concludes:

"One finds almost no examples of open or hidden resistance by non-Jewish German scientists to the policies of the National Socialist government, even among those of the highest reputation, even in the very early stages of the Nazi take-over. The resistance and martyrdom of a considerable number of members of other German institutional communities provides a sharp contrast."

Indeed, the most effective opposition came from students, Catholics (with no help from the Vatican), Protestants, Communists, trade unionists, and, perhaps the most surprising, from the military establishment, especially the navy [T. Prittie "Germans against Hitler" Hutchison, London, 1964].

But, this is not valid evidence to link fascism with science. As fascism rose, German science, originally near if not at the top of world science, declined in quality. Aside from the loss of talent by the stream of scientist refugees and the concentration camp, there was a marked decrease in student enrollment in science under the Nazis. For example, the number of university students taking mathematics dropped from 12,951 in 1932-33 to only 4,616 in 1936-37 [Stephen F. Mason "A History of the Sciences" Revised edition, Collier Books, New York, 1962]. German science was organized in a markedly title conscious hierarchy; conditions at the universities and research institutes were most unfavourable with secrecy, intrigue and power-seeking; the educational system, indeed much of the culture, had become fanatically authoritarian, the opposite of what science needs for optimum development and best use. Perhaps this explains the failure of the Germans, despite their possession of some outstanding physicists, to develop the atomic bomb.

David Irving in "The Virus House" [Kimber, London, 1967] built his book around interviews and tape recordings of the German scientists who were seeking to develop a nuclear bomb. Such eminent physicists as Hahn, Heisenberg, von Weizsacker, and Houtermans had some moral doubts about such a weapon, but the drive for power and prestige triumphed. Indeed, on the basis of the use of hidden tape recorders, after the capture of the German atomic researchers, it is clear that many of them expressed disappointment at failing to develop the bomb, upon learning that the Americans had dropped one on Japan. Only Otto Hahn was really shocked by the use of the bomb — and, even then, he chided his colleagues with:

"If the Americans have the uranium bomb, then you're all second-raters."

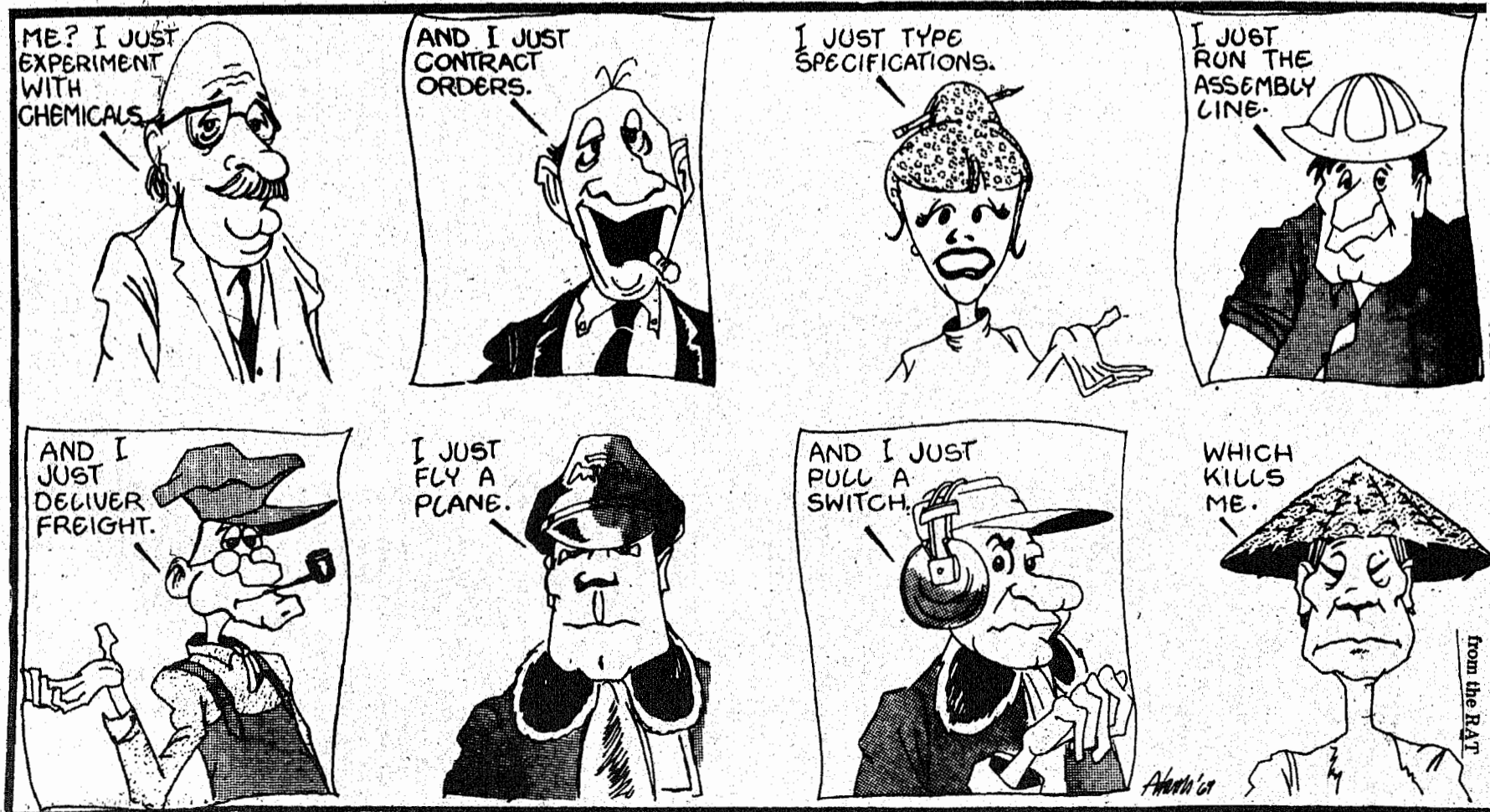
Indeed, at least up to 1941, the Germans were ahead of the Allied effort to develop a fission bomb. It is clear that the Nazi authorities had comparatively little understanding of the potentialities of atomic weaponry and, thus, did not give the uranium project the same top priority given rocketry. David Irving believes (p. 268):

"Given the time, the Germans would and could have produced an atomic bomb. There is no indication that at any stage in the logical process of development the scientist's moral scruples would have become powerful enough to overcome their natural curiosity to see what came next . . ."

From reading Irving's book, we believe that 'natural curiosity' was a minor motive among the German atomic researchers and that the actual motives were as varied as the individuals: some simply wanted a safe seat away from the firing lines, others clearly strove to advance themselves in both the scientific and the political hierarchies, still others were too brainwashed by exposure to years of nationalist ideology, especially the myth of the master race, to think clearly.

A similar useful study, comparable to David Irving's "The Virus House", could be made on the experiences of that other, and more successful, group of German scientists, the rocket developers — so many of whom so readily transferred their affections from Germany to the USA. The best known of these is, of course, Werner Von Braun, who was so eager to sell himself to his American captors with a fervent 'Dr. Strangelove style' description of his wonderful rocket weaponry, that he earned the priceless comment from one ordinary soldier [M. Bar-Zohar's "The Hunt for the German Scientists" Arthur Barker, London, 1967, p. 108]:

"If we haven't captured the greatest scientist of the Third Reich, we've certainly taken its greatest liar."



SEXUAL TECHNIQUES

Mogens Toft

photos: John Fowle.

"This is a clean and clear book. There is no obscenity no pornography and the book is all about education."

It's true. It's no use reaching for this book to see people hanging from lightglobes or assuming the incredibly tortured positions seen on Indian temple drawings. However, the fact that the book is a limited edition has bumped the price up to \$7.50, and the fear of prosecution has caused it to be sealed in a plastic wrapper, does make it APPEAR like pornography. And if somebody bought the book expecting it to be pornographic he could probably find some titillation from the naked bodies (including breasts and pubic hair — oh shame!) shown in the photographs despite the authors' comment... "a beautiful way of showing the basic positions of love-making which are like the sculptures of a Michaelangelo"... in the introduction. For the sexual morality of our society is based on repression which engenders pornography — the furtive snigger, the lewd gesture — and this book is a valuable attempt to get away from that; an attempt to realise the human sexual potential without guilt, an attempt to create a liberated attitude in an unliberated society.

The high price also means that people of limited means, who can ill afford contraceptives, are unlikely to buy this book. And since problems with sexual relationships affect every socio-economic group, it is yet another symptom of our class society that the means to a solution are only available to the rich.

Although the book aims to alleviate frigidity of both sexes there appears to be a definite bias towards women's sexual problems viz. the vaginal orgasm which is held up as the often unattainable pinnacle of sexual delight. Toft denies that there is any one normal orgasmic reflex (vaginal orgasm) as previous sexual psychologists would have it. Relying on the statistical data provided by the Masters and Johnson experiments, he claims that with an understanding of the female genital structure it is possible to induce clitoral orgasm, by direct stimulation of the clitoris and other erogenous zones. The book, therefore, gives detailed physiological diagrams and instructions — many of which you wouldn't have got at that Fathers and Sons meeting.

In the belief that boredom with sex can affect other areas of personal relationships, the author lists and illustrates "fundamental positions which are really very few in number." These fall into four categories—

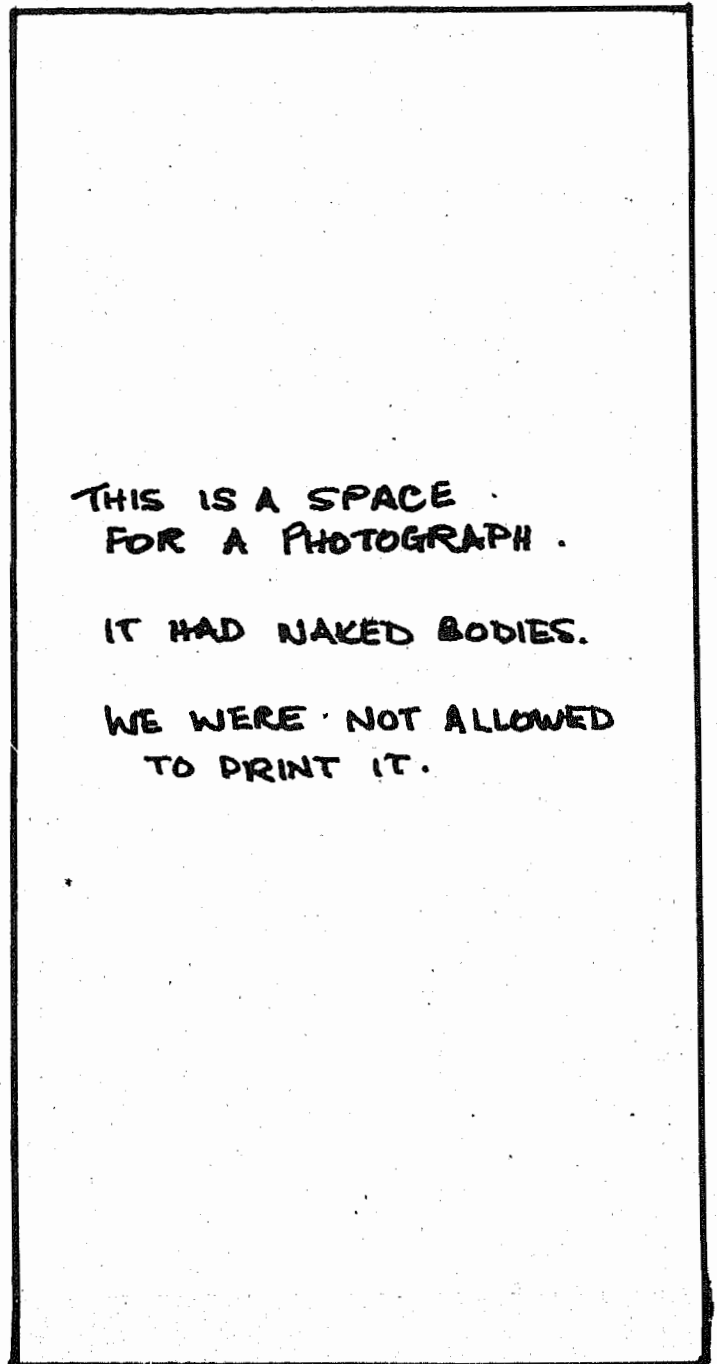
- (a) The woman lies on her back with the man over her;
- (b) The woman lies on her stomach on the man;
- (c) positions in which the introduction of the penis is from the back;
- (d) Positions in which the insertion of the penis is from the front, the man and the woman in standing or half standing position.

There are few props necessary — a table, a chair — all are really the tried and true non-gymnastic methods. Toft does give an interesting insight into the "normal" position of male on top of female... "some anthropologists believe that it derives from the cold northern regions where intercourse normally took place under a number of thick coverings. In the Middle Ages the Church prohibited all other positions. Some of the inhabitants of the Pacific Islands, who knew nothing of the blessings of the western civilisation before the 18th century, call this position the "missionary method." He stresses that individual variation on these bases is imperative, since everyone's concept of the erotic is different; he does list some ways though, for one partner to stimulate the other visually and tactilely.

There is a small but informative chapter on contraception, but if you need this sort of information you'd far better try the Women's Lib. pamphlet — it's free too.

This book is not like a car manual that you hold in one hand while you work with the other. Some sections particularly those dealing with physiology, need careful a priori reading. Then hopefully, understanding will lead to a more meaningful practice — providing of course, the attitude is not one of a merely mechanical experiment.

Pat Lewicki.



FAMILY PLANNING

The objects of our Association are:—

1. To promote responsible parenthood, a healthy family life and marital happiness, and the birth and upbringing of healthy children.

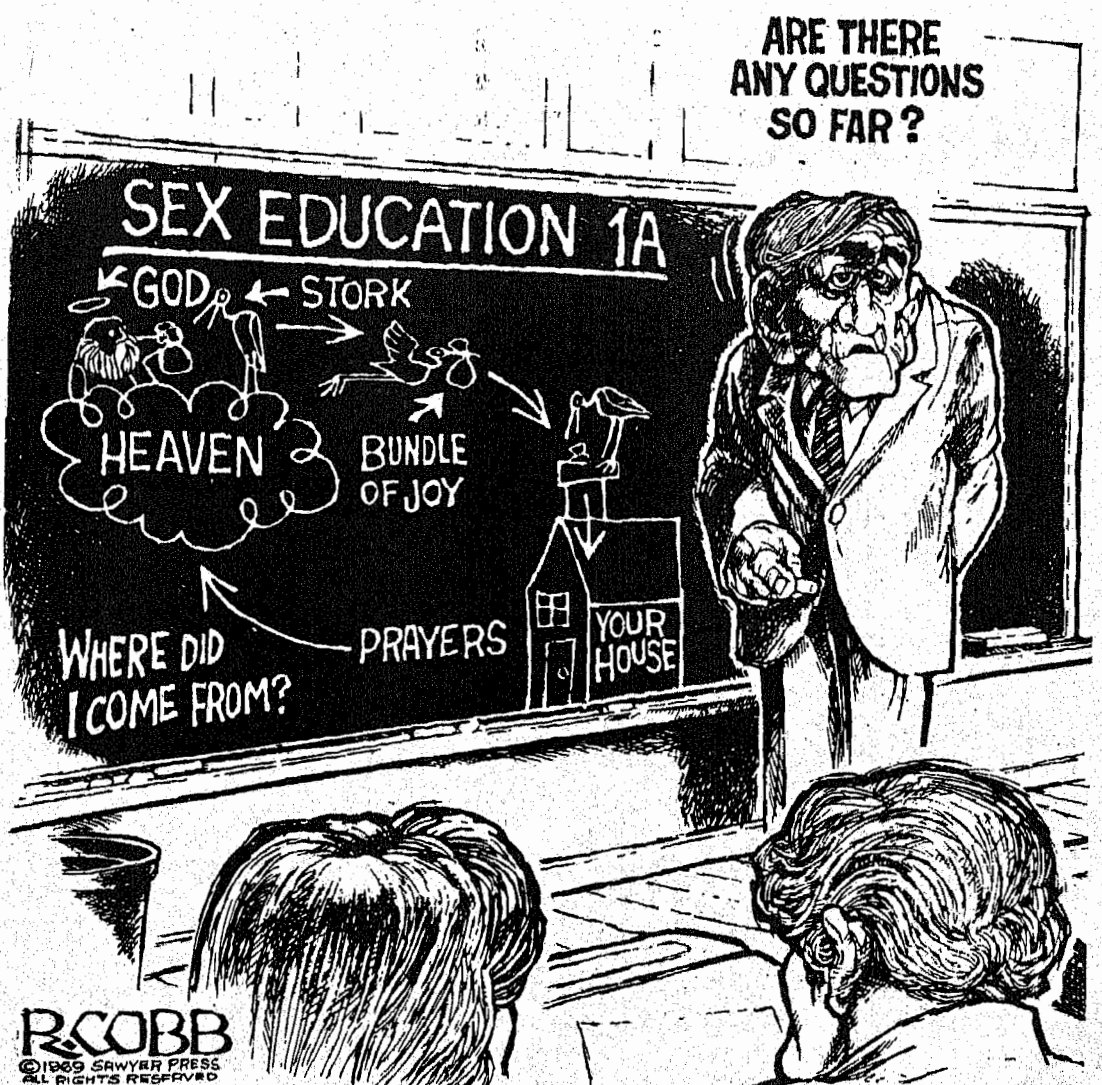
2. To attain the preceding objects by the provision, under qualified medical direction, of Family Planning Centres and Clinics, at which medical counselling, advice and instruction may be given on:—

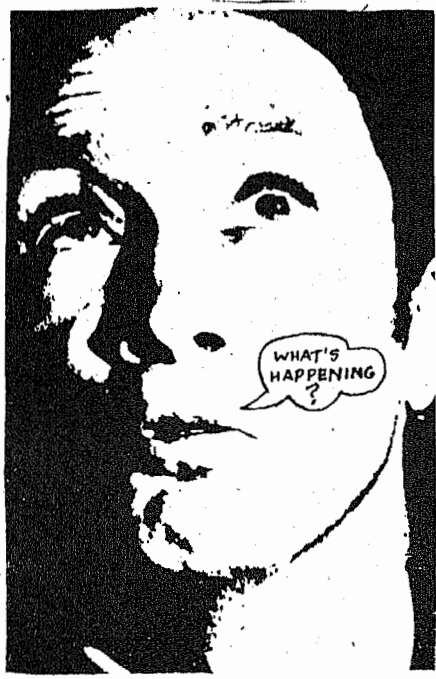
- (a) Preparation for marriage in the field of family planning.
- (b) Proper spacing of births in families.
- (c) Diminution in extra-marital pregnancies.
- (d) Consequent lowering of request for legal abortion.

At each clinic the patient will be seen by the Social Worker, Sister and Doctor who are all specially trained in the area of family planning. On the first visit a complete medical examination is done and a cancer smear is taken. Contraceptive advice is given by the Doctor on the results of these. If any abnormal condition is detected the patient is then referred to her own Doctor, or if this is not possible, then she is referred to a hospital clinic or elsewhere for treatment. The Clinic does not accept pregnant girls nor refer for pregnancy tests. Any girl of any age is free to discuss her problems with the Social Worker; however, the Clinic Doctor cannot treat any girl under the age of 17 which is the age of consent.

Present fees are 50c membership fee, \$3 on the first visit and \$2 on repeat visits. Commonwealth benefits can be claimed. Costs can be waived in cases of hardship. Contraceptives can be obtained through the Clinic.

The Clinic is held at 289 South Terrace Adelaide on Monday, Tuesday, Wednesday and Friday evenings from 7.00 p.m. Bookings must be made through the office at 95 South Terrace, 'phone 51-848, between the hours of 11.00 a.m. and 2.00 p.m. Monday — Friday.





festival of university arts



AQUARIUS

In 1969 Melbourne hosted the last arts festival and it was a huge success. This year, Canberra is providing the festival environment. Between the 15th-22nd May, students from all over Australia will be gathered for a week of both active and passive cultural participation. A fully detailed programme will be issued later - meanwhile, the following information is provided for all those interested.

DATES - 15-22 May, 1971.

PLACE - Canberra, both the national university and the city proper will be used.

ACCOMMODATION - Canberra has no cheap commercial accommodation. It has no Carlton or Fitzroy where students could stay with other students. The colleges are both limited and costly. The festival organisers will be creating the only accommodation available for festival visitors. They will have large tents erected on the Canberra Showgrounds and will provide stretchers, washing and toilet facilities will be nearby. If you want a bed in Canberra you will have to book and pay for it by the end of April. This is the only possible way the festival organisers can get a definite idea of the numbers they need to provide for. The cost will be covered by a festival ticket to cost no more than \$10.00. This will entitle you to eight days accommodation, free entry to most festival activities and very heavy concessions on 5 or 6 international attractions. Unless you book your bed by the end of April you will have no place to sleep at the Festival.

IDENTIFICATION - Students must take their student cards to Canberra and carry them throughout the Festival. Entrance to many activities, and particularly wine booths etc. will be by student card.

ACTIVITIES - Some exhibitions, competitions and workshops will have limited entry. Those students interested in the photography and art exhibitions can collect entry forms at their local SRC offices. These forms must be returned to the Festival Office by April 25. An orchestra workshop, possibly under the direction of Robert Miller from the Youth Training Orchestra, will run through the festival, and interested students can obtain application forms from the SRC office. If any club or faculty wants to actively participate in any area they should immediately contact the relevant convenor.

C/- ARTS FESTIVAL OFFICE,
AUSTRALIAN NATIONAL UNIVERSITY
BOX 4, G.P.O. CANBERRA 2600

Local enquiries may be sent to the Cultural Affairs Officer.

FESTIVAL ACTIVITIES - A brief summary of festival activities is as follows:-

ART - Convenor Sue McAllister.

The student exhibition is not to be confined to any one sphere of art, but will include painting, sculptures, prints, posters, sketches and virtually any 'creative' entries so long as they are original student work. If the student response to this is very wide, the high cost of insuring, packaging and transporting work will necessitate some sort of pre-selection. Items will be for sale should the artist so wish and a flea market will function at the festival for the sale of any other works; students from Uni N.S.W. will also set up a medieval bazaar to possibly incorporate the flea market. Remember, entries in the Art exhibition must be accompanied by entry forms to be in the Festival Office no later than April 20th. Entries must be in by April 23rd.

CHESS - Convenor Doug Kewley.

The Chess I.V. will commence with a dinner for the delegates. The competition is to take the form of a 'Round Robin' tournament extending over five days with two rounds a day. New Zealand will be sending a chess team to participate. Hopefully, this will set a precedent for years to come, not only in the chess field, but in other areas of the festival.

FOLK - Convenor Terry McGee.

The folk section of the festival is to be broken up quite distinctly into 'active' and passive participation groups. The folk delegates are to be accommodated in Lennox House, and a concentrated programme of workshops will be carried on in that area. The folk concerts are venues for the public in Childers Street Hall. The programme includes a day in the country followed by a woolshed dance.

The workshop programme, to be led by such people as Peter Parkhill, Mike O'Rourke and Danny Spooner, will be much more specific than in previous years. This year's workshops include topics such as the Traditional Love Song, Mining Songs and a history of the Labor Movement in Australia.

CONTEMPORARY MUSIC - Convenor John Farmer.

Actually another name for pop, but much more folksy. Lots of workshops are planned here and two concerts promise to really turn the contemporary music fanatics right on. Marion Henderson will be down for the festival and she is very keen to perform student songs and poetry in a very informal and stimulating atmosphere.

JAZZ - Convenor Rod Steer.

Emphasis here will be on active participation by jazz musos in the workshop/jam environment. The jazz convenor plans a competition extending over the first five days of the festival. The competition will take the form of jazz jams held at the Starcrest lounge of the Civic pub. The final will be held at the Albert Hall on the Thursday night of the festival and will also provide festival goers with one of the many opportunities to dance and jam into the early hours of the morning. Great news - the Daley Wilson Big Band will also be performing during the festival. The other big spinner is an enormous outdoor concert on the last Saturday. This concert will be held in conjunction with folk and pop activities and will actually take the form of a Medicine Show in the Wild West tradition, complete with medicine doctor, wooden indian, patent medicine and wagon train. The jazz enthusiasts will also be taking a train ride to Bungendore for a jam cum workshop in the pub.

DRAMA - Convenor Bill Gluth.

The emphasis in drama will be more on productions and seminars than on workshops which are generally held to be of little value over so short a period. The drama programme provides that the three best university productions available be performed at the festival. Each will be performed twice and will be followed by seminars. Until now the response from universities has been disappointing and drama clubs are urged to contact the festival office immediately if they are contemplating entering a production in the festival. In addition to this more formal type of theatre, Medieval, Greek plays will provide a format for the series of Medieval and Greek (and would you believe a Wild West) days as well as modern politico-street-theatre which will all take place on the Library Lawn in the street theatre complex being presently constructed.

FILMS - Convenor Lee Ryall.

Films will screen continuously throughout the Festival... at times up to three at once. Eisenstein and Godard seasons, as well as Welles, Antonioni, Truffaut, Polanski, Penn and other prominent seasons head the list of commercial films for the festival. In addition to these, seasons of student films, underground and American experimental films and Swiss films are to be screened. Columbia Films have also offered us the Australian premiere of any one of their films due for release at that time. A film directed by Phil Noyce, is to be made of the festival, as was the case in Melbourne. And students bent on doing their own stuff, will have every opportunity, in the mini film studio being set up to make their own sixty second films.

DEBATING - Convenor John McMillan.

The Debates I.V. will be supplemented by a Parliamentary debate (That the Sexual Revolution has passed me by) and the rounds will begin with an Exhibition Debate to include such well known figures as Mungo Macallum, Allan Fitzgerald and Ron Saw. All activities will culminate in a dinner for participants at the end of the festival.

POETRY - Convenor Cathy Bosser.

The poetry programme has been organised around many exciting established and student poets. A couple of hours have been set aside every afternoon for student poets to read their own work in the most informal atmosphere possible. Established poets, who will include A. D. Hope, James Maccauley, Thomas Shapcott and Rodney Hall amongst others, will feature at poetry evenings and conduct seminars during the day. In addition to the more conventional readings, mixed media nights will take place... these will include a Crosby, Stills and Nash night, a night with Dave Kane and electronic music and a jazz and poetry day.

POP - Convenor Gary Raffaele.

Pop will be the festival big spinner. We intend to have pop groups playing almost continuously throughout the festival. Sirius will be in Canberra for the whole of the festival and it looks like Peter Sculthorpe is eager to write for and work with them during the festival. A Rock Circus will happen in a circus tent for the eight days of the Festival. Every group worth mentioning on the Australian scene will happen in Canberra during the festival week. A poetry rock session is also being planned as is an early morning pop concert in the circus tent. Seminars on pop are dangerous if the emphasis is on straight jaw-jaw but convenor Raffaele promises a very heavy line-up of extremely stimulating cats to make these seminars the best yet.

DANCE - Convenor Graham Farquhar.

The dance section will be the most exciting and impressive line up of modern dance companies and productions ever to assemble in Australia. Peter Sculthorpe is composing a ballet for Susan Musitz and her company of Australian Athletes and Dancers to be performed especially for the festival. Ronne Arnold and his Contemporary Dance Company, Liz Daiman and her Australian Dance Theatre, Margaret Lasica and many others will all be performing in Canberra during the festival, and they will all be conducting workshops... don't miss the chance of a life time... this will probably be the only time that all these brilliant people will be assembled together in Australia.

ENVIRONMENTAL ART

Plans are afoot for two productions of environmental theatre and our environmental artists are working on a very kinky environment within a tent. Festival goers will have the opportunity to make their own kinky environmental things in the switched on paint room. And for those interested in electronic music there will be a film show to electronic effects followed by a week's workshop in electronic music where students can do their own thing with the electronic equipment provided.

MUSIC - Convenor Don Murphy.

The main attractions here will be a performance by the Zurich Chamber Orchestra. Other performances include an organ recital in St. Andrews Cathedral, chamber quartet performances, a harpsichord and voice recital and two appearances by the Victorian Opera Company.

CHORAL - Convenor Ken Healey.

The Choral I.V. is to extend over the week of the festival but a lack of suitable venues has meant that it has to be held in Mittagong during that week. By way of consolation, the choral people will be returning to Canberra to give a concert with the Canberra Symphony towards the end of the festival.

PHOTOGRAPHY - Convenor Owen Evans.

The photography section is to include both photography student and general student exhibitions. Displays from members of the photographic industry and exhibitions and seminars by leading photographers will also be included in this section, which is being sponsored by the Shell Company of Australia.

LITERATURE - Convenor Margaret Mary Batch.

The literature programme includes seminars, books readings and a literature competition. The seminars envisaged will include Childrens Books, the Strine novel, Teaching English Literature, and publishers as their topics. Added interest will be provided by the festival guests among who Stowe, Keneally and Semler will be included.

Watch for the next exciting instalment in the serial 'I was a baby arts festival what growed... growed... and GROWED.

OTERICA



AUS bureaucracy in Victoria Street, Melbourne doesn't have a tea and biscuit kitty - its all paid for out of general student funds.

See the Russian Circus was helping to sell Paramotors' cars on Saturday morning along with hippy heavy Bob Francis. A commie with every car?

New AUS policy "Boycott ANSETT - T.A.A. give student concessions."

Rufus picks up his own garbage.

AN EROTIC DRAWING FOR THE JOCKS. WE'VE GIVEN YOU A BUM AND NOW TITS - FREE WET CHEX MUST COME NEXT!



R.C.A. donate records to the Jazz Club hegemonic block for review purposes - but they only give commercial teenybopper crap - The Archies. Mr. Coleman, you're not even a smart capitalist; we've got a proven market here for non-commercial decent music. So why not promote those records?

Mild mannered student radical Richard assumed his alter-ego Campus Cop Dick on Friday - but to no avail. The pigs still aren't on campus.



"Hey Bob what do you do with all your money" "It all goes to Kibbutz in Israel and Far Rockaway" "But you were one of the first Jews to put down Israel" "Where?" "In the liner notes to Another Side of D" "Don't remember...you know Al, you've been in the city too long, the city does something to your thinking- I know how it is".

DYLAN MEETS A.J. WEBERMAN

Poet-guitarist Bob Dylan, TV talk show hosts Johnny Carson and Dick Cavett, comedian Woody Allen and James Leo Herlihy, author of TV Midnight Cowboy, are among many celebrities investing heavily in Times Square real estate these days. As co-partners in a real estate venture called 1500 Broadway, they recently published a Law Journal notice of agreement to invest \$150,000 apiece in an office skyscraper on Broadway, between 43d and 44th.

CLASSIFIEDS

An On Dit service for students - 10c a line.
Copy deadline Friday lunchtime every week.

ADELAIDE UNIVERSITY SPORTS ASSOCIATION
ANNUAL GENERAL MEETING
will be held in the
LADY SYMON LIBRARY*
at 1-10 p.m. on
WEDNESDAY 7TH APRIL, 1971

BUSINESS:

- Minutes of the Annual General Meeting held 9th April, 1970,
- General Secretary's Report for 1970 Session,
- Statement of Accounts for 1970,
- Election of Officers for the Session 1971-72
 - President,
 - Deputy President,
 - Hon. Treasurer,
 - Hon. Asst. Secretary,
- Announcement of:-
 - Clubs' Representatives,
 - Clubs' Colours Committee Representatives,
 - College Representatives,
 - University Council Representatives,
 - University Graduates' Union Representatives,
 - S.R.C. Representative,
 - Physical Education Students' Representative,
- Announcement of the Resolution of the Sports Association's General Committee regarding an increase in the Graduates' Annual Membership fee to play sport
- Any other business.

H. SWALES SMITH.
General Secretary.
29th March, 1971.

ELECTION OF OFFICERS:

Nominations for these officers must be signed by three members of the Sports Association and handed to the General Secretary not later than three clear days before the date of the Annual General Meeting.

Nomination forms can be obtained from the General Secretary.

The following nominations, endorsed by the General Committee at its meeting on the 25th March, 1971, have been lodged with the General Secretary:-

President: Mr. M. R. Magarey, LL.B.
Deputy President: Mr. R. D. Seppelt, B.Sc.
Hon. Treasurer: Mr. D. J. Dall, B. Ec.
Hon. Asst. Secretary: Mr. K. R. McClay B.Sc.

GRADUATES ANNUAL MEMBERSHIP FEE:

The General Committee, at its meeting on the 25th March, at the direction of the Adelaide University Union Council, resolved to increase the Graduates' annual membership fee to \$12.00 to take effect as from the date of the A.G.M., namely, Wednesday, 7th April, 1971.

DRAFT RESISTER'S UNION - Vigil on Parliament steps, 3rd April. 7 p.m. Speakers Street Theatre, Draft, Counselling, Free Chas Freedom Ride 4th April.

UNIVERSITY VIETNAM MORATORIUM COMMITTEE. Demonstration to Parliament House in support of draft resisters this Friday, 2 p.m. Barr Smith lawn meeting, 1 p.m. Friday.

V.M.C. Anzac Day Rally: April 25. Moratorium: April 30. 1.00 p.m.

Alan Dale needs 600 hand holding couples for his film.

BUMMERY

on the Barr Smith lawns means you can buy, sell, swap or steal records, books, food, jewellery, clothes, stamps, posters, paintings, have your palm read, horoscope cast, gear dyed, bodies painted and winds read nearly every lunchtime.
BUMMERY MEANS BETTER GROT.



WE ARE THE PEOPLE

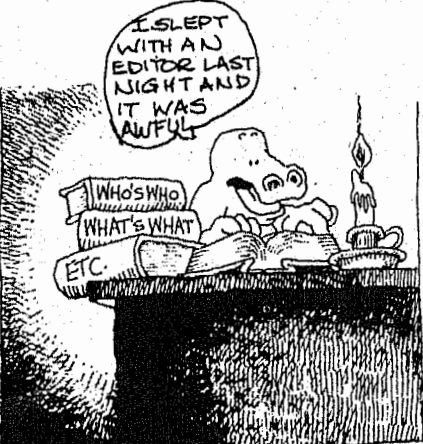
OUR PARENTS

WARNED US ABOUT

Marxists seminars begin this week and every Wednesday in the Lady Symon Hall 1.00 p.m. All welcome.

On Dit needs people to sell advertising for a 25% commission - come to the office any lunch time to find out rates and who we've already tried.

ON DIT STAFF: chris pat jon kim fred rufus
john david chris manwell baker trevor
printed at smedley press for the adelaide src



"Happy birthday to youuuuu...
Happy birthday to..."

Archaeology

*when we uncovered the old girl's douche
in the topmost cupboard
couldn't've been used for forty years
imagined it strapped to our bed, etc.
strapped to our bed
this bunched up feeling
in both our stomachs*

*this gruesome archaeology
we touched her open nerve
so unprepared so un-
fleshed with speech
now only want it buried again*

*the rubber tubing I can maybe use
to sell my old bunsen burner
that stopcock might be handy*

*strapped to the bed
turnings of old earth
which — we hope won't
split to throw up
sealed in ashes
a pair of bunched guts . . .*

Christopher Pollnitz

