

# Honi Soit

Official Journal of the Sydney University Students' Representative Council

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## S.R.C. SCHEME FOR RURAL WORK

### Plans for Returned men

The Universities Commission supplied "Honi Soit" with details of the scheme for University training of discharged servicemen and women.

Published on September 30, they are repeated in answer to many requests.

The conditions are particularly generous, members of the Armed Forces being eligible for consideration who have enlisted or been appointed or called up for full-time duty for the duration of the war, and who have been honourably discharged after six months' service.

During training, a single man will be paid £3/5/0 a week, plus University fees and a maximum allowance for books and instruments of £20 a year.

If the man is married he receives £4/16/0 a week, £5/5/0 if he has children.

Those eligible to apply on discharge are divided into these classes:

● Members of the Armed Forces as defined above, who, because of war-caused incapacity, are unable to return to their pre-war occupation.

● Members of the Armed Forces as defined above, who desire to complete a full-time professional course which has been interrupted by their war service.

● Members of the Armed Forces as defined above, who—

1. enlisted on or before their 21st birthday or can show that they had contemplated a professional course before entering on war service, and

2. have passed or appear to the prescribed authority likely within a specified time to pass the examination to qualify for admission to the selected institution.

● Members of the Armed Forces as defined above, who, because of war caused incapacity, are unable to carry on their former profession or their specialised part of it, and desire to acquire proficiency in some other part of the same profession, or to qualify, within a specified time, for another profession for which they may be adjudged suitable by the prescribed authority.

● Members of the Armed Forces as defined above, who, because of prolonged dissociation from the practice of their profession can satisfy the prescribed authority of their need of a short "refresher" course.

● Members of the Armed Forces as defined above, who, have displayed during their war service (including studies under the Services' Educational Schemes) conspicuous mental ability and who can satisfy the prescribed authority of their suitability for a professional calling calculated substantially to improve their economic status, and who have passed, or seem likely to pass, within a specified time, the entrance examination to the selected institution.

It will be seen that the soldier who has been a Student, and who is worried about his post-war future, has some concrete proposals to comfort him.

### Here Are a Few Details

The scheme for the employment of University students during the Long Vacation in country centres is well under way. Below are set out a few details of arrangements which have been completed at the time of going to press.

#### MEN — ORANGE

The S.R.C. is arranging a complete scheme for the employment of male students at Orange. Students will be sent in batches according to the dates indicated on the questionnaires they have filled in, and will be notified by the S.R.C. as much in advance as possible, when they are to go. At this stage it appears that three or perhaps four groups will be sent, the first early in December, the second a little after Christmas, the third during January. (If there are four groups the January group will be divided into two sections, one early January, the other late January.)

At the same time as they are notified of the date, men will be informed of such details as accommodation, the locality, and name of the farmer to whom they have been assigned, wages, hours of employment and travelling facilities. The students can then either accept or reject the position offered.

Though many men have signified a wish to do fruit-picking at Orange, at the moment there is a possibility that none will be able to do so, and that men will be asked to harvest, the women picking the fruit. There is, however, no finality in this, and each individual's preference will be considered in allotting the work. Volunteers will be billeted by the farmers.

Those who have asked to be sent in groups together, will be sent to the same farmer. For social arrangements at Orange see later in this article.

#### OTHER DISTRICTS

Because the numbers of students who volunteered for work in districts other than Orange were so small, and the times when these students were available, were so variable, the S.R.C. was unable to arrange separate schemes in other districts. However, these students will be notified by the S.R.C. or the War Agricultural Committees of the centre concerned, when they are required, according to their answers to the questionnaires distributed.

All arrangements at Orange, as well as at other centres, have been made between the S.R.C., the War Agricultural Committees, and the Man Power authorities.

#### WOMEN

The Man Power authorities have requested that all women University students who undertake rural work during the vacation should be handled through the Land Army. In the belief that the conditions of work, pay and accommodation were much better under the Land Army's organisation, the Council acceded to this request. That, unfortunately, means that the women who have volunteered will have to fill in certain forms for the Land Army. These will be forwarded to all volunteers in the next few days by the Land Army. Women are urged to fill them in and return them immediately.

They are not required to furnish any

references, but should indicate what district they prefer. The Land Army will endeavour to see that these preferences are agreed to.

The members of the Land Army are issued with two blankets, wearing apparel and certain equipment. For their clothing they give up two coupons a month, but there is no charge. They are accommodated in depots, or on individual farms, and have all their cooking done for them. Land Army matrons are placed in charge of depots. The rate of pay for members is a minimum of £2 a week, together with £1/5/- living expenses; these are paid, rain or shine, and above this rate the award is paid. Definite hours of work are also set down.

#### SOCIAL FUNCTIONS

The Land Army has given an assurance that as far as possible all women students who desire to go to Orange will be sent there, so that the S.R.C. is going ahead with the arrangement of social functions at that centre for men and women. It is hoped to arrange a number of dances and similar functions, and to provide for transport for all. For this purpose the sub-committee of the S.R.C. will endeavour to have a permanent officer in attendance at Orange. Full details of all such social functions will be made known by publicity in Orange itself, and if possible, by notifying individuals before they leave for Orange.

#### RESPONSE

Earlier this week the Deputy Director-General of Man Power (N.S.W.) Mr. Bellemore, is quoted as having said that the response of University students to the rural scheme had not been good.

Considering the number of students available (for Engineering, Vet. Science, Ag. Science, Pharmacy have practical work, as have many students in Medicine and Science) the response was good. The vast majority of students unavailable was shown as being engaged in work of some nature, teaching, legal work, research, examinations, etc., and the sub-committee of the S.R.C. engaged in dealing with this scheme is very gratified and pleased with the ready answer to its appeal. Students in Arts, Economics (Day), Science I., Junior Medicine are the only large groups on whom a call could be made, and of these 90 per cent. are accounted for, and most of these have volunteered.

In any case the policy of the Man Power seems rather strange; the Universities Commission, and the Department of War Organization of Industry, at first thought that students' part-time employment should not be subsidised, i.e., that they had a full-time job as students, and this policy was only amended on pressing demands from the N.U.A.U.S. Yet the Man Power is making complaints inconsistent with this policy.

## Letters

### Moore Again

WE see around us danger warnings for the future. Last week I was reading a book on skin diseases in the tram going to work. A woman sitting next to me looked over my shoulder interested. "What is that about?" she asked, with morbid curiosity. "Skin diseases," I said. "Oh," said she, "I bet there is a lot of that about now with all these refugees living at the 'Cross who don't wash.'" "Madame," said I, "go up to the out-patient department of St. Vincent's Hospital and smell the feet of the dirty dinkum Aussies."

It is with real fear for the future that we see these Prodroma of Fascism appearing in Australia. Our local big business groups are trying to use the reherring of "the Refugee" as a scapegoat for the unhappy consequences of this frustrating chaotic economic system we live under. In Germany it was the Jews, in England it was for a long time the "scab" Irish workers, and here in Australia it is the Refugee who doesn't wash and who will work for longer hours and lower wages than the good Australian.

A special aliens work corps, a special railed off place for aborigines to sit at the picture shows in some country towns, special clubs for Negro American soldiers (who fight against the Japanese with us) all go to build up the suntanned Anzac superman myth.

—DAVID MOORE.

Med. V.

### What About India?

IN a recent issue of "Honi Soit" I was surprised to see a letter from two female Arts students who should be now sufficiently educated to think unbiassed.

No doubt their letter was strongly influenced by the well worded plea (though "satis eloquentiae, sapientiae parum") in the pamphlets they had just read (which I imagine some misleading person had given them).

For in their eyes the plight—which is much overrated—of the 4,000,000 Jews, seems foremost and they do not consider the wretchedness and misery of the some 130,000,000 of conquered peoples in Europe whose conditions are made worse because they are fighting against their aggressors. Besides these, there are easily 200,000,000 Chinese starving in Japanese hands.

Already in this war, far, far greater numbers of Christians than Jews have been killed.

Besides what assistance do the Allies owe the Jews? In any case, the Allies have no spare shipping or materials. This can be readily seen by the large number of people in British hands, notably in India, who have died of starvation.

The apathy of the general public, of which they complain, is not apathy, because for once the public has retained its sense of proportions despite the frequent agitation of a pro-Jewish daily press.

—T.B.

### FOUND

Black Conklin fountain pen. Also black and grey Platignum pen. Apply S.R.C. Office.

# ANGER AT "ARNA" EDITORIAL

## Official defends NUAUS

In its last issue "Honi Soit" featured a "brief and dogmatic" summary of the main points of the editorial of "Arna". Here are two justifications of the N.U.A.U.S.'s policy:

THE current "Arna", magazine of the Faculty of Arts, contains a criticism of the general assumption underlying the recommendation of the N.U.A.U.S. to the Universities Commission. The arguments submitted are somewhat complicated, but before the National Union can proceed to represent students, it is essential that every University student in Australia have some grasp of the questions they formulate and some evaluation, albeit tentative, of their answers.

A summary of the article in "Arna" appeared in the last issue of Honi Soit and the full article may be inspected in the Student Library. The following is an attempt to present the main issues in as clear a light as possible and to justify the National Union.

1. "Arna" contends that the N.U. is willing to abandon its political independence because, although it criticises the details of the Commission's administration, it does not criticise the assumptions (viz. quota, means test, etc.) under which it is working. However, the Conference did not hesitate where it considered proper to level the most trenchant criticism at the Commission, and that it did not oppose these assumptions indicated that it agreed with them. It did not abandon the right to attack any matter subsequently if student opinion should desire it.

2. "Arna" considers that the N.U. did not make clear the nature of the social policy it was advocating or what it meant by national requirements or demands. This was because the Conference was concerned with specific problems rather than a political plan. It was at no stage suggested that these national requirements should be identified with those of any class in the community, but rather that all possible alternatives of social policy should be weighed by students as a part of their courses. In other words, the N.U. suggested extension of the fields of study rather than development in these fields along particular lines.

3. While asserting that the interests of the nation cannot be considered as a whole, "Arna" agrees that there may be some basis for compromise and co-operation. However, it is said that this does not apply to Education, which is defined as the "promotion and development of enquiry." It is difficult to see why the principle of compromise which is the essence of Democracy should not be applied to Education just as much as any other field.

4. A false opposition is made between Education as the "promotion and development of enquiry" and training or instruction. It is suggested that so-called non-technical faculties are mainly concerned with education in the true sense, while so-called technical faculties deal in instruction. If this were true, many of "Arna's" criticisms would not apply to the Conference which represented students in technical faculties just as much as those in the non-technical, but it is suggested that instruction and enquiry are rather complimentary than opposed. For instruction raises propositions which can be refuted and yet enquiry is impossible until the mind of the enquirer is instructed sufficiently to raise and resolve specific problems.

5. Criticism of the efforts of the N.U. to raise a greater interest in Universities in the community would be justified if such were imposed by force or other viewpoints excluded. But a University is as entitled to

place its case before the public as any other group interest and so the "public relations" recommendations, if propagandist in nature, do not deserve "Arna's" moral objection.

6. "Arna" adopts an individualist approach and criticises the "planning nature of the recommendations." Planning may or may not be a good thing normally, but it is generally recognised that in modern war, a planned community is essential, and as the immediate concern of the N.U. was to deal with the University in wartime, its recommendations may have gone further than they would in peace. The matter of post-war problems was not considered, but it is on the agenda for the next Conference in January, and in this regard the individualist approach must be fully considered.

EVAN C. LEWIS.

Sydney Delegate.

TO answer adequately the Editorial in this year's "Arna" (of which you published a summary in the last issue of "Honi Soit") would require at least as much space as Mr. Gibbons takes in his article. Therefore I shall only put forward one or two statements on his criticism of the N.U.A.U.S.

In the first place, I can't understand the reason for bringing the N.U.A.U.S. statement into his considerations, for it led to endless verbal quibbling, of no real value at all. The trends of "regimentation in education" could have been discussed to much more benefit, without resorting to such arguments.

Fundamentally, the N.U.A.U.S. and the Editor of "Arna" are opposed in their conception of education; the latter regards it as "promotion and development of enquiry" solely and would have a University education consist only of such enquirers; the former regards it as teaching and training the student. Mr. Gibbons uses his definition to show that technical training is not education at all. Surely, however, for the promotion of enquiry the 'inculcation of authoritative facts and opinions' (which he associates with training) is a basic necessity; enquiry can only be commenced by the acceptance of certain facts which can be verified. In this process technical training is educational. The lecturer in the presentation of facts may be anti-educational and obscurantist, but that does not mean that the spirit of enquiry in the student is affected adversely by his attitude. If a University is to be restricted to original thinkers, in a century you may get ten students in it.

A further confusion in Mr. Gibbons' statements is that he refuses to believe that the war has a retarding effect on the progressive elements in education; rather he imagines that machination in education will be worse after the war: of this he produces no evidence or proof.

Finally, I should like to point out that one of the Editor's most important conclusions falls to the ground when examined closely. He states that the National Union is prepared to abandon its political independence. Yet that body has never surrendered its privilege to criticise. Unfortunately Mr. Gibbons is led to this conclusion by a logical fallacy. Because it is impossible to propose reforms without criticisms, the converse, that it is impossible to criticise without implying reforms, he says, is true; yet he gives no argument to justify this assumption.

KEITH DAN.

## CARDUS REPLIES

W. J. Eastaway, D.O.Sc. (Oxon.)

Dear Sir,

With suitable feelings I accept the honour your Society has bestowed on me,—Doctorate of Science in Oxo-metry, the degree for which more than any other, your University is deservedly famous all over the world.

Your Testatur, when it comes to hand, will go in my archives alongside the Testatur given me at Tufts University (Oklah—or is it Saskatch?)—by the eminent Dr. Tufts himself, conferring on me the distinguished seat of learning's Doctorate of Moronology.

Yours Oxymelismatically,

NEVILLE CARDUS.

## Thefts in Fisher Library

Of the large art books on open shelves in the Reading Room of the Fisher Library, a number have been mutilated. Sixteen plates have been stolen from four books.

Besides this, three of the new books that are kept on exhibition have been stolen lately.

That such thefts and mutilations should have occurred is, I think it will be agreed, a disgrace to the University, and in the circumstances both large art books and the new books on exhibition have been withdrawn.

Lists of the books mutilated or stolen are given on notices on the shelves that are now vacant, and the Librarian would be glad to hear from anyone who can help in tracing the offender or offenders.

H. M. GREEN.

Librarian.

## ARTS CONFERENCE Comes to Some Conclusions

Universities in war-time formed the theme of the papers read by Messrs. Cohen, Collings, Fowler and Prof. Rhodes at the Arts Conference held at the W.E.A. Summer School, at Newport, last weekend.

IT is not easy, said PROF. RHODES, to get facts across in Australia and yet it is the business of the Universities to keep the facts before people. With the spread of accurate information many danger spots tend to lose much of their danger. It is therefore alarming to find that there is a large blind spot in the Australian outlook. It is fundamental that a much more vigorous lead be given by the Universities than has been in the past; they must provide scope for the study of a much larger part of the life of mankind. Burma is a country about which even the Department of External Affairs seems to have only the vaguest ideas, and yet without accurate information on the Burmese situation, attempts to plan a political and economic future for Australia will be fruitless.

THE next speaker, MR. COHEN, gave an analysis of the various attitudes towards the role of the Universities in wartime and then took up the question of the relationship between them and the Government.

There is firstly the view that a University has no function in wartime (the view of education as a luxury commodity); secondly, the attitude of the panic-monger who wants to suspend the University for the duration; thirdly, that of the timidists who, while believing that a University has a function in wartime, wish to see a University competing with other organisations for war work, which it is not its function to perform; fourthly, the view that the slogan must be "business as usual," and finally the view that the University now has new responsibilities to harness its technical resources behind the war effort and to give its scholarship a social conscience.

On the other question, the most significant innovation is the setting up of the Universities' Commission. This innovation springs from the recognition of the importance of the Universities in wartime and also from the inability of the Universities themselves to give a clear lead in the present situation. At present the Commission is acting as a cushion between the Universities and the Government, but a much more vigorous policy is required from the Universities themselves.

IT is a common assumption, said MR. FOWLER, that there is total social support for education, because education is a fundamental social activity, and in its absence there would be no society at all. That does not mean that the position of education is secure, that there are no enemies of education, although it perhaps explains why the attacks on education

are delivered in the language of reform. These attacks are the more likely to be successful where educationalists take questions of technique instead of educational theory to be fundamental.

If we take the technique of educating to be mainly the provision of controversy (on the view that progress of a person's education is the growth of lines of inquiry), then we can see how the Faculty of Arts and not the other faculties, is to be regarded as the one through which the tertiary stage of educative process would be carried. The conclusion can only be that the present position of University education is far from secure. The war has led to the placing of emphasis on precisely those faculties that are least directly concerned with educative work; the subsidisation of students (hailed by many as a "reform") has had and will continue to have, the effect of directing students away from the Faculty of Arts. Apart from the war, however, the anti-educational policy of the various Education Departments which is replacing, in its schools, studies by techniques, with the consequent pressure on the University to carry on this process of technicalisation (the demand for a Faculty of Education is for the production of technicalised, instead of educated teachers), is one against which the University has for some time been becoming less well able to defend itself.

THE weakness of our Universities, said MR. COLLINGS, is illustrated by its attitude at the outbreak of the war: "Tell us what to do and we'll do it"; the demand was for ex cathedra directions on all aspects of University education. There was complete lack of opposition to the attempt to foreclose the Faculty of Arts; indeed, it was left to the technicians to discover a use for the liberal courses.

There are, however, an increasing number of groups taking an interest in education although they have little understanding of the inner aspects of the educational system; they want to do something for education in a hurry but don't quite know what. These groups must be brought together if serious danger to education is to be avoided. Educationalists have not tried to think their way through educational problems and the day can only be saved by their deciding on a common course of action. The universities must establish their own autonomy and show themselves able to meet the situations as they arise—something they have hitherto failed to do.

—F. FOWLER.