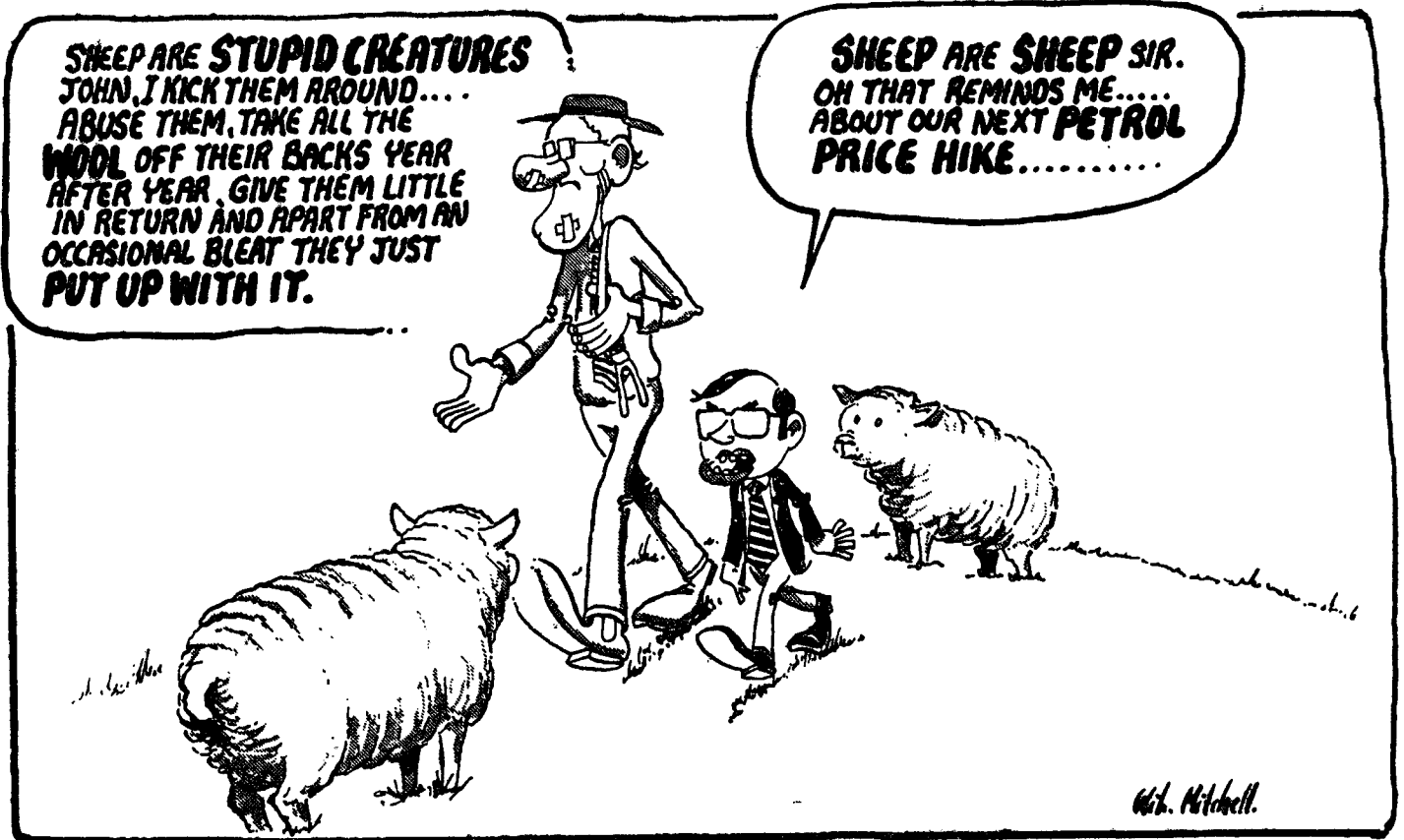




residential **BARPH**

A RIVCOLL UNION STUDENT WELFARE COUNCIL PUBLICATION.

MAY 1981



RIVCOLL UNION, RIVERINA COLLEGE OF ADVANCED
EDUCATION, WAGGA WAGGA

REGISTERED FOR POSTING AS CATEGORY B.



Volume 7 Number 11
 Editors: John C N Adams
 Chrissy J Young
 Typist: Julie Smith
 Printer: John Dohl

Printed on the Rivcoll Union's Student Welfare Printing Press.

BARPH DEADLINE

Copy for all articles for Barph is Friday 4pm. Sporting articles only, will be accepted on Monday up to 10am.

NO ARTICLES WILL BE ACCEPTED AFTER THIS TIME.

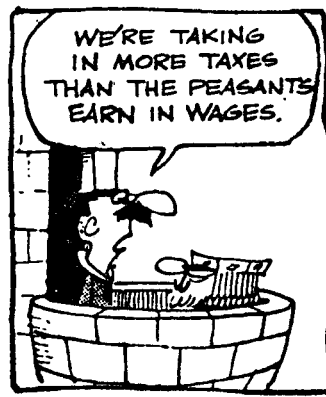
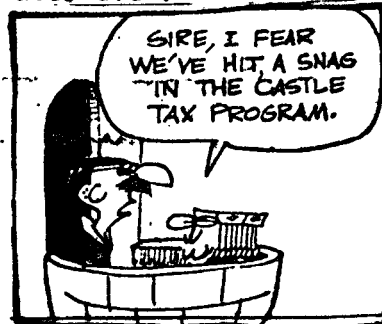
Barph is printed on Monday night and is distributed on Tuesday to the following places:-

- BOOROOMA CAMPUS - Library, Boorooma Canteen
- AG CAMPUS - Union, Co Op Store, Uni Co-op bookshop, Bar

All copy is to be legibly written and signed.

THE LORD GIVETH...

will be forced to amend their Higher Education Act to enable them to charge fees for Tertiary Education - an act forced upon them by a morally bankrupt Federal Government which will then claim that "they didn't re-introduce fees - the States did".



EDITORIAL



Welcome

The Barph team would like to welcome all students who are attending Residential School over the May holiday break. A program of entertainment and services has been organised for you by Rivcoll Union and their various clubs.

This year free morning and afternoon tea is being provided for you by E² - a Union Club.

We hope you all have a pleasant time while in Wagga - if you have any questions or queries then please contact Rivcoll Union who will assist you.

Education

After innumerable 'leaks' and speculation of the contents of the Razor Gang report and Frazer's public support of the re-introduction of Tertiary Fees it now seems that the Frazer Government is not going to introduce fees for every student yet! Instead they have introduced fees for persons who are doing a post graduate course or an extra course. In addition Frazer is to cut funding to 30 CAE's in Australia.

What this means in this; seen against a background of massive Federal Government cuts to Grants to the States, the States in order to maintain education at their current or even a reduced level

Already the States are being forced into a situation whereby they have to levy their own Income Tax because of massive reductions in Grants from the Frazer Government while at the same time the Federal Government is continuing to reap huge amounts from the citizens of this country in the forms of direct and indirect taxation.

Who is the winner? Certainly not the vast majority of citizens in this country!

Barph to Bali

Only two "academic" weeks to go before this tour closes. If you are interested in the sunny July Bali Tour then please see the Barph Team as soon as possible.

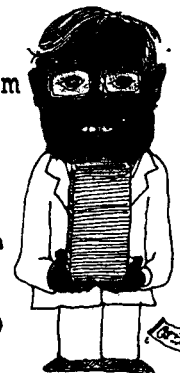
Closing date for tour 1.6.81.

Barph to Bali Raffle

Everyone would like to win a trip to Bali. Please buy your raffle tickets at the Canteens or the Union or from authorised sellers.

See ya in Bali.

John_z



**AND THE GOVERNMENT
 TAKETH AWAY**

RIVCOLL UNION

welcomes you



The Rivcoll Union Office is located in the Union Building, Agriculture Campus.

During your stay at the College we offer the following services and facilities for your convenience:-

RIVCOLL UNION SERVICES

rivcoll union office

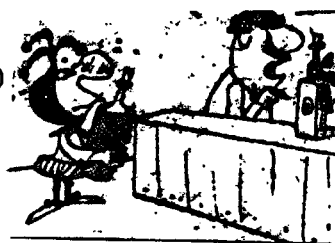
Monday to Friday 9am to 5pm
 General Enquiries - information, maps, etc.
 Booking Services - tennis and squash courts and other sports facilities.
 Hiring Services - BBQ's, Academic gowns
 Welfare Services - legal aid, counselling
 Duplicating Services - spirit duplicator, gestetner, photocopier
 Publications Centre - BARCH, RACE, general printing
 Work Room - typewriters

canteens

Main Campus
 Monday to Friday 10am - 4pm
 Weekends 10-11am 3-4pm
 Boorooma Campus
 Monday to Friday 10am - 4pm
 Weekends 10-11am 3-4pm
 FREE: Morning and Afternoon Tea

bar

Monday-Friday 5.00-11.00
 Sat. & Sund. 5.00-11.00



union store

Monday to Friday 12.00-2.00
 Groceries, Stationery, Sports Gear, College Windcheaters, Track Suits and T-Shirts, Confectionery, Petrol, etc.
 Sports Equipment Hire (squash and tennis racquets etc.)

RIVCOLL UNION ENTERTAINMENT

SOCIAL FUNCTIONS

The Union has arranged a series of social functions in the Union Bar/Auditorium during the residential schools.

The social/entertainment program consists of Wine & Cheese evenings Movies, Trivia Quizzes & Live Music.

The social functions will present students with the opportunity to mix socially with other students & members of staff.

WHAT IS A TRIVIA QUIZ

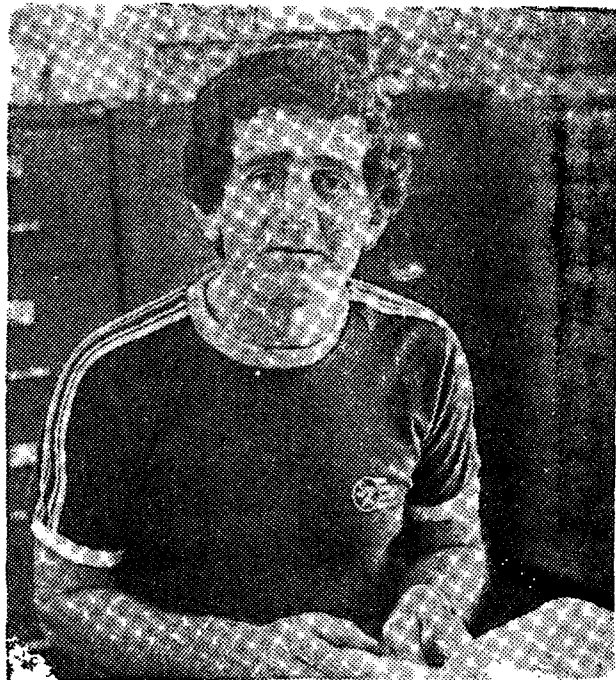
A Trivia Quiz can be a lot of fun organise a team of six to a table.

The quiz master will then conduct ten rounds of eight questions to be answered by group consultation and recorded on paper for correction at the end of each round.

The questions will cover a broad range of trivia from all topics - Australia, sport geography, politics, the movies etc

Prizes will be offered to the winners.

EXECUTIVE OFFICERS REPORT



Welcome to correspondence students. Whilst any expression of welcome may sound a little hollow following the Frazer Government's Razor gang's proposals of the last couple of days, nevertheless, I will extend a very warm welcome to all correspondence students who are coming in for their residential school component of their course. Please feel free to use and enjoy all the Union's services and facilities during your stay at the College and please do not hesitate to approach me should you have any problems.

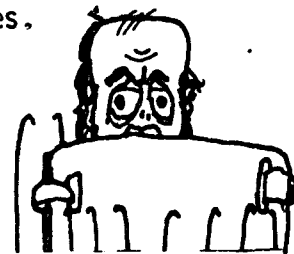
The Fees Issue

Those of you who have been following the fees debate will no doubt be aware that students studying for a second tertiary qualification will have to pay tuition fees in 1982. The only people exempted will be those studying for recognised diploma/degree or diploma combinations. Fees will apply to new enrolments from 1982. It is estimated by reliable sources that on present enrolments some 600-800 students at this College would fall into this category and it is therefore evident that the impact on the development of this college is going to be significant, particularly in view of the move toward courses in post-graduate study adopted by the College.

Fees for All?

At the moment the Colleges of Advanced Education Act in New South Wales does not allow colleges to charge tuition fees. This Act will have to be amended to enable Colleges to charge tuition fees and of course this will open the gate in that it will enable Colleges to charge fees for all courses.

The Commonwealth Government can therefore introduce tertiary tuition fees via the back door, simply by cutting back on the funding of tertiary education, pressurising State Governments into amending their various Acts to enable fees to be charged. The State Governments in turn will reduce funding to Colleges of Advanced Education and will put pressure on these Colleges to make up the short fall in funding by the introduction of tuition fees for all students. It is therefore evident that tuition fees can become a reality for all students without the formality of an announcement from the Australian Government, and this of course is in keeping with the Frazer Government's policy of fobbing almost everything off onto the States and selling that which cant be fobbed off onto the States.



The current Australian Government has indicated that it has no great liking for the CAE Sector and this could be seen as the first move towards the abolition of CAE's as we know them.

What Can You Do?

1. Sign the AUS anti-fees petition.
2. Send a copy of the form letter available from the Union to Mr Fife.
3. Write to your local member, or better still ring up to make an appointment.
4. Write to the newspapers.
5. Participate in radio talk-back programmes.
6. Raise the issue with other people on an individual basis.
7. Get involved in Union activity.

The current fees issue does not do much for the credibility of the Federal Minister for Education and the Local member, Mr. Fife who stated on the 8th October, 1980, 10 days before the Federal Election, "There continues to be speculation about government plans to re-introduce fees for tertiary education. I have given assurance publicly and I repeat that assurance that no proposals are being considered by the Government for the possible re-introduction of tertiary fees".

N Diffey
EXECUTIVE OFFICER

SOCIAL PROGRAMME

week one

MONDAY MAY 4th

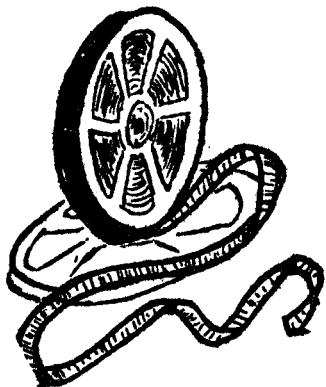
7.30pm Wine & Cheese Welcome

TUESDAY 5th

8pm Movie. "Papillon"

THURSDAY 7th

8pm Trivia Quiz



week two

MONDAY 11th

7.30pm Wine & Cheese Welcome

TUESDAY 12th

8pm Movie "Midnight Express"

WEDNESDAY 13th

8pm Trivia Quiz

\$2.00 To aid Miss Wagga Entrant
Therese Hunt..Prizes Galore

THURSDAY 14th

9pm "Spinifex" live music

FRIDAY 15th

Bingo...Prizes Galore. 50c
To aid Miss Wagga Entrant
Therese Hunt

week three

MONDAY 18th

7.30pm Wine & Cheese Welcome

TUESDAY 19th

8pm Movie "Kentucky Fried
Movie"

THURSDAY 21st

8pm Trivia Quiz.

....all social functions held in union building

on sale now

BALI TOUR

BARPH TO BALI RAFFLE TICKETS

TICKETS AVAILABLE FROM
Union Office
Boorooma Canteen
Main Canteen

PRIZE:

14 DAYS IN BALI

(One Person)

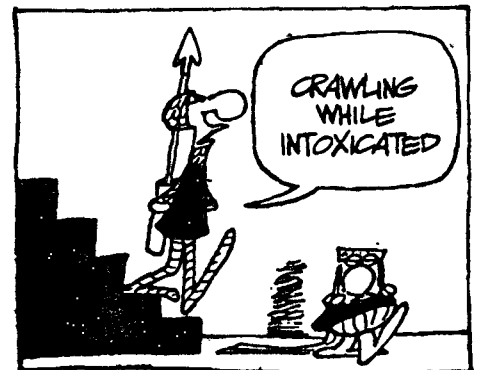
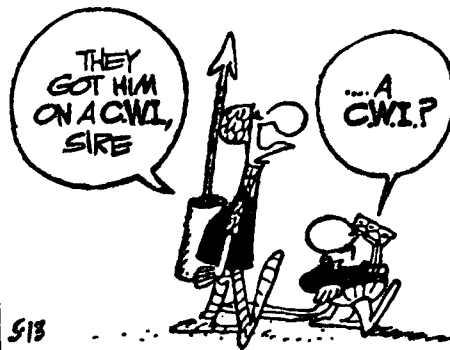
Departing Sydney 10th July, 1981;
Returning to Sydney 25th July, 1981

Prize includes: Flying Return Qantas
747 Jumbo, 14 Nights Accommodation
(Breakfast included), Free Bali Bus Pass

Drawn Thursday, 28th May, 1981

RESULTS PUBLISHED IN BARPH 1st JUNE, 1981
AND THE DAILY ADVERTISER, 1st JUNE, 1981

Donation: 50c



Join the elite carry BARPH on campus!

ANTEE SAYS

Bankers do it
with Interest.

THAT'S GREAT!

I THOUGHT YOU'D LIKE IT



Waggà Leagues Club and RTC presents

SUCH IS LIFE

Starring

STUART McCREERY

may 6-16

7:30pm

Bookings at Abraxas and WLC 214248

Generous group discounts

Ticket Price includes Dinner



BEST ACTOR AWARD
Australian Drama Festival

PESO

PART TIME, EXTERNAL, & MATURE AGED STUDENTS ORGANIZATION

As co-ordinator of the recently established R.C.A.E. branch of the National Part Time, External and Mature Aged Students Organisation, I have been asked to contribute to this particular external students' edition of BARPH.

First, a warm welcome to everyone visiting for a residential school during May. We are pleased to see you again if you've been here before, and delighted to get to know you if its your first time.

P.E.S.O., together with E² (the Entertainment Committee) has organised social events during each of the three weeks of the residential schools. A programme is incorporated in this BARPH. There are two weekly events which PESO has arranged. A (free!) "getting to know you" Wine and Cheese evening will be held each Monday night for all students and academic staff, and we really hope you will take the opportunity to amble along to the Union to renew old acquaintances, make new friends, and relax in a low-key (no speeches) informal atmosphere. The Wine and Cheese nights will start at 7.30 p.m. and finish at 10.00 p.m., although the Bar will remain open until 11.00 p.m.

Film nights will be held each Tuesday night, with some interesting films to be shown - again no charge. And, in connection with these evenings, I would particularly like to thank two of our never-tiring staff for their assistance - John Dohl (who is not only a fund of information on wines and cheeses, but is also a capable movie-projector operator) and Rod Gillett, whose advice and direction have been invaluable.

And, still on the entertainment scene, all students attending residential schools will be given an entertainment questionnaire, and we would ask you to fill this in before you leave and return it to Rod in the Student Offices. The purpose of the questionnaire is to find out what sort of entertainment you prefer so that we may cater for your tastes.

P.E.S.O. - Why Have one ?

P.E.S.O. groups form because of the distinct differences between the outlooks of full-time and part-time, mature age and external students. They form to act as a pressure group which influences the student association, administrative staff and academic staff on issues which are not otherwise investigated properly.

P.E.S.O. groups also form to provide a social club for their members whose social needs are not well catered for otherwise.

Both these reasons play a part in the formation of all the existing organisations; however, they all agree that the social aspect must have highest priority, otherwise people lose interest. Organisations which were formed as social groups, and others which originated as issue-based groups, have both added the other function after a short time.

A short history of P.E.S.O.

P.E.S.O. was formed at an A.U.S. sponsored conference of part-time and external students held at Macquarie University, Sydney, in mid 1976. It was formed because those students in attendance thought that the specific needs and problems of part-time and external students were not being examined and represented by the existing student bodies. Its aims were to be -

- (a) to represent the part-time and external students on a national basis to governments, unions, and educational administrations;
- (b) to research the needs and specific problems of part-time and external students;

- (c) to represent these students to other student-run organisations.

P.E.S.O. then became an integral part of the Australian Union of Students Education Department and funded from that source.

Since 1976, P.E.S.O. has had a somewhat chequered existence. However, it has survived many structural and funding problems including one eight-month period with no funds at all (May 1979 to January 1980). Unfortunately, these problems are by no means over.

Any further history can be gained from the many people who have been involved with P.E.S.O. since its inception. Suffice to say that its aims remain similar to those decided upon in 1976 with one exception - as from 1979 the organisation also encompasses full-time mature-age students.

Figures released in August 1980, show that at that stage 42% of all A.U.S. membership was P.E.S.O. students.

P.E.S.O. in New South Wales

P.E.S.O. in New South Wales is hampered by the fact that many N.S.W. campuses are not currently members of A.U.S. and therefore not members of P.E.S.O., e.g. N.S.W.I.T., Sydney University Macquarie University, etc.

There has, however, been reasonable success in N.S.W. Last year (1980) at least three people from the State have attended each national committee meeting, and it is hoped that the formation of a branch at R.C.A.E. will help foster interest and action at State and National level.

PESO CONTINUED...

Research Projects currently receiving attention include :

- day release/study leave schemes
- travel concessions for full time mature aged students, as well as external students travelling for education purposes
- child care facilities
- P.E.S.O. activists' resources guide
- Library facilities
- national survey of P.E.S.O. students

Study Leave : What type of study leave is needed for the worker/student ?

Students should be able to choose when and how they study, and therefore what sort of leave they require. For some, block leave - say that of one year or semester - is the most satisfactory. Others may need one week's leave per month or one day per week. Still others require a number of hours off during the week to attend classes. Those in the latter category may also need time off to write essays, do exams or do field or practical work. All of this depends on their course requirements and ideally their personal preferences. Courses which are unavailable on a part-time basis may require full time leave. People studying externally may need and want only occasional leave to write essays or attend study schools. One or more days off per week would often be most satisfactory, to avoid the problem of rushing from work to class and back again, and the disorientation created by the sudden switch in topic of concentration which this creates. For some people, a number of hours off twice or more per week is quite satisfactory, provided that ample time is allowed for travelling to and from the educational institution.

There are problems for both employer and employee with all these types of study leave, but this subject is one of the areas currently under investigation by P.E.S.O.

Air Travel Concessions for Mature-Age Students

Concessional fares for tertiary students were introduced by the domestic airlines in the 1960's. At that time, the restricted age limit of 26 was introduced and concessions were also only available to full-time students. The international scene was, and still is, quite different. Concessions, when and where available to students, are offered to ALL students. Thus, for example, A.U.S. Student Travel and now Student Travel Australia have always provided access to international student charter flights to all students irrespective of age or course loading.

Consequently, the major issue at hand for mature-age students is that of domestic air travel. And the local point of the attack must be the real decision-makers in this area - the Australian Department of Transport (D.O.T.)

Whatever the basis upon which the age limit of 26 was chosen in the 1960's, the fact that it has never been changed when the position of mature-age students has changed dramatically is alone a cause for strong complaint and action. Transport Minister (at the time) Peter Nixon made the government's position on the restrictions quite clear in a letter on 25th May 1979. Consider these statements :

"As with all air fare concessions, it was necessary to establish some limiting parameters and the limiting ages of 19 and 26 chosen for secondary and tertiary students respectively, together with the requirement that they be full-time students, seemed to be sufficiently liberal for most genuine students".

I SENTENCE YOU TO 5 YEARS ON TERTIARY ALLOWANCES.



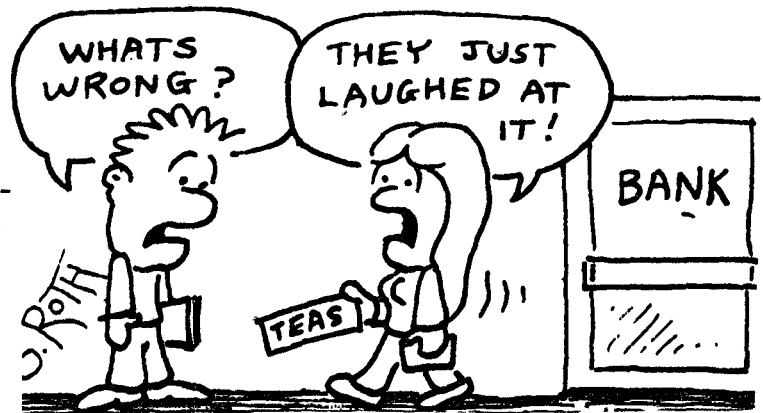
The Minister then went on to explain his quite incredible reference to "genuine students", saying that in this context the term "....." was meant to reflect the lack of financial independence of students who immediately proceed in their studies from the secondary to the tertiary level on a full-time basis

This incredible "unique" financial plight of students under 26 is based, by the minister, on the presumption "...." that they have not as yet been in the position to derive any income of their own through employment, or by any other independent means." (whatever the last phrase means!)

Clearly, the Minister has not heard of unemployment or retrenchment which necessitate the undertaking of tertiary education by mature-age students. He clearly does not know that if it is your second tertiary course, T.E.A.S. is not available. He clearly has not tried to live on T.E.A.S. even with the support of savings. And as for feeding children at the same time

Throughout the Minister's letter, the emphasis was on full-time students, the so-called "genuine students". As with mature-age students, the circumstances of part-time students have changed dramatically over the past decade, again very much due to the ravages of unemployment; retrenchment and the simple inability of many students to exist on T.E.A.S. as full-time students.

An increasing percentage of students are "mature-age" and their economic difficulties are continually increasing as part-time work becomes harder to find, the value of savings and/or T.E.A.S. (if you're lucky enough to have it) becomes eroded by inflation, and the general cost of basic living increases.



A 14-page submission to the Independent Public Inquiry into Domestic Air Fares went forward from P.E.S.O. on 29th August 1980. Nothing has yet been heard. This submission covered the needs of part-time, external and mature age students. Please contact me (Pauline Cooper) if you'd like a copy; in the meantime add your signature to the official petition for External Students' Travel concessions (John has a copy of it at the Bar, and another copy is in the Student Union offices).

The cause of P.E.S.O. students is fully justified in this area. The ridiculous statements from the Minister for Transport should be sufficient to stir you into action.

Child Care on Campus

Very few campuses have child care facilities and this naturally is a project of P.E.S.O. at National level. At the Fifth Annual PESO Conference, held in Melbourne in August 1980, a specific Child Care Workshop was held and the following points emerged as recommendations to P.E.S.O. at a National level for particular investigation -

- the need for flexibility in child care centres on campus with regard to hours of opening, ages of children, accommodation, staff attitudes, etc.
- the need for parental involvement in the whole operation of a centre, recognising that such centres should be an integral part of a child's home, family and community. Parents as well as existing staff should be involved in selection of staff.
- the growing need for after-school and vacation care, and the need for existing centres to attempt to rectify this need where possible.
- the need for a non-sexist approach to child care and development.

Social and Integration Problems of PESO students

It is this writer's firm belief that this is the area in which PESO can do most, on campus level, to help its members.

Again arising from a workshop held at the last Annual Conference of P.S.S.O., the following points emerged as those which needed the greatest attention. The Conference, incidentally, was attended by representatives of Universities and C.A.E.'s in all States of Australia, and the writer was the only full-time mature aged student present. All other representatives (totalling fifty) were external or part-time; problems brought forward therefore pertain to all PESO students.

- need for instruction/guidance in lecture-note taking techniques
- greater lecturer availability for PESO students
- problem of 'generation-gap' with little student co-operation and contact
- need for bridging or refresher courses for PESO students
- stigmatisation of mature-age students
- easily destroyed self confidence, especially during the first semester, when a 'bomb-out' on an assignment or exam will often lead to termination of course
- need for orientation for PESO students to include 'getting to know you' functions for students and staff; family-type barbecues; full information on facilities (sporting, academic, counselling) available; instruction on how to use the library and its resources.
- need for communication, through social events, institution publications etc., to 'build up confidence'.

Communication

I do not believe that all the above points are applicable to the R.C.A.E. where a smaller campus enables much greater face-to-face contact than would be possible, say, at Adelaide University.

I do, however, believe that communication is highly important and to this end I decided to write about my personal experience.

To say that I started College full of confidence could not be further from the truth. I was terrified: terrified of not being able to find a lecture room, and terrified of finding it because it would be full of Bright Young Things. I was



scared out of my wits at the intimacy of tutorials (it surely wouldn't take lecturers long to realise I was a cretin, an imposter, with no right - or brains - to be there), I shuddered at the thought of exams (what on earth was 'Multiple Guess'? Perhaps it was just as well I didn't ask - if I had I'm certain I would have quit then and there!), and quaked before a pile of brand-new textbooks, all of which had to be not only read but assimilated in a few short weeks. The Bright Young Things made me feel hopelessly inadequate as they laughed and joked with one another. They all seemed to know each other: I knew not a soul. Nowhere could I see anyone who looked more lost, lonely and forlorn than I felt. The B.Y.T.'s exuded youth, vibrance and brains: I kept hearing my A.N.U. student son's remark when he first heard I had been accepted at R.C.A.E. - "Any idiot can get in, Mum; it's staying there that's the problem"!!! I'd had some vague idea that a lifetime of work would help me get by: it has helped in later years but was of no assistance whatsoever in those awful first few weeks.

Perhaps in one way I was fortunate. In one exam (not M.C.) just before the first May break I covered myself with distinction by coming a soul-destroying, horrible last. During the May break I had an opportunity to review where I was going: either I had to toss it all in, or else do something constructive. Whether it was fear of failure or just sheer bloody-mindedness I don't know, but I decided that I would not only stick it out, but would also do well in the process. I realised I couldn't do it by myself, and resolved to start asking.

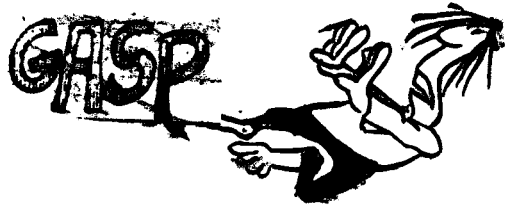
I no longer needed to ask locality direction, but I needed to ask a lot of other things. I began to talk - and listen to some of the B.Y.T.'s. Much to my surprise, I found they were as scared of me as I was of them. I had felt hopelessly inadequate because of their vitality and youth, they apparently felt equally inadequate because of my older years. Once we sorted that one out, we found an enormous area of common ground. When I finally took the plunge and sought help from my lecturers, I found that they were not only courteous and friendly but - most important, prepared to discuss problems fully and in depth.

And, as I communicated, so many problems diminished or vanished. I made friends - many strong friendships - my work improved, and I found it easier to cope. I still loathe presenting seminar papers but can manage to get by because I know that others equally loathe the experience. I still go into totally unreasonable and uncontrollable panic when faced with an exam and although I now know of others who face the same problem, that's one I haven't yet found the answer to. I'll never shine in exams, but I have learnt to stay in the room, breathing deeply until at least a part of my brain starts functioning again.

The point of all this is that although I thought my lack of communication was a personal problem, I have found through PESO that it is far from mine alone. A survey of part-time, external and mature-age students has revealed that many social, academic or just plain orientation problems arise simply because students are too proud or stubborn to ask for help or directions. PESO members list the following points as main hassle areas -

overwhelmed by classes
difficulty in essay writing
inability to take meaningful lecture notes
isolation, spatial as well as self-imposed

inability to get priorities straight - work/home/study
panic arising from face-to-face contact at tutorials
inability to handle examinations, particularly the devious 'Multiple-Guess' variety
gradual loss of friends outside the institution due to student's lack of social life due to study/assignments
financial problems
family problems (kids wanting attention: spouse's demands and apparent inability to understand)



ASK!

So, for this article, my main theme is ASK. If you're new to the place ASK your way around. During the May residential schools there will be people about (identified by badges) whose specific job is to answer your questions. But don't wait until you see a badge - ASK the nearest person. Even if they don't know the answer, you may make a friend.

ASK your Course Advisor, who is there to help you understand the demands of your particular course, and to help you work out organisation of your time.

ASK your lecturers. Lecturers at the R.C.A.E. must be the most helpful bunch of people I have ever met; they offer constructive criticism and advice, and appear to go to endless pains to help the student who ASKS (and that should be worth at least a 'B'!!!)

ASK the S.R.C. union about entertainment/clubs/recreational facilities. Again, an incredibly patient and courteous staff will be delighted to help you.

ASK the librarians. They really do seem to enjoy being asked and love to help you find a book or whatever.

ASK your fellow students - you'll be surprised how confused they are, too! Don't isolate yourself with your own age-group or subject-group: COMMUNICATE with the others - who knows, you may be able to help them.

Human beings show a singular lack of ingenuity in their invention of social problems. Although your own insurmountable problem of family/finance/employment may seem unique to you, it isn't. What is unique is your ability to cope with the problem. Once you've admitted your having hassles, half the problem is gone. If you need more than a chat to a 'fellow-sufferer', ASK the College Counsellor. He's used to hearing that people can't cope, and very good at showing you how you can!

Being a Part-time, External or Mature-Age student is not difficult, but it does require organisation, energy and resourcefulness. ASK. ASK for help, ASK for listening time.

Communicate - and enjoy your life as an integral part of the College community.

Pauline Cooper

RIVCOLL UNION

in association with

Honey Holidays

OFFERS A 17 DAY, 15 NIGHT JULY '81

BALI TOUR

NEW DEPARTURE DATES

TOUR NOW LEAVING SUNDAY 12th JULY,
RETURNING SYDNEY TUESDAY 28th JULY '81



BOOKINGS FILLING FAST

TOUR COST NOW

ONLY \$550.

ASIAN AIRFARES

INCREASED 16/04/81

TOUR NOW INCREASED TO 17 DAYS DURATION.

INCLUDES

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FUNDING CUTS ...they will

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FUNDING CUTS AND PART TIME, MATURE AGE & EXTERNAL STUDENTS

Full time study is fast becoming a luxury that few can afford - especially among young people who have traditionally filled university and college places. Full time students are dropping out, deferring or changing to part time study and their numbers are declining significantly. Since 1977, the number of full time students in Australian tertiary institutions has dropped by nearly 6%, or 10,5771 - equivalent to a large university or CAE, populated with full-timers, disappearing in a puff of smoke.

And yet, overall, there were more tertiary students - 24,000 more - in 1980 than there were four years earlier. Part time and external enrolments now account for nearly

48% of university enrolments (compared to 41% in 1976) and 64% of CAE students,

compared to a 1976 figure of 45%. More people in Australia are now studying at tertiary level, but they are increasingly opting for part time or external study.

Among full timers, there are now significantly more mature age students. Between 1974 and 1979, the number of a full-time university students over 25 years of age increased by nearly 45%, and at CAE's by 52%. Mature age student numbers in general have grown remarkably over the last few years; the average student is now considerably older than ever before. People over 25 years of age made up, in 1979, 39% of CAE students, and 37% of those at universities.

Let us examine, first, how cuts in government education spending have influenced these trends in the make up of the student population, and second, how the cutbacks affect part-time, external and mature age students in particular.

recession, many students, with or without partial or full TEAS, can't afford to stay on full time at College or University.

Older students, who are classed as "independent" and whose TEAS allowance does not depend on parental income, can find it even harder to live on the pittance handed out by the Commonwealth. Older people tend to have dependants and financial commitments which younger students do not need to worry about. The same goes for married couples where both partners are students, who are also eligible for TEAS regardless of their parents' income.

Student incomes are so inadequate that deferral, withdrawal or a switch to part-time or external study are the choices forced upon many students, and intending students.

2. The Economy

The government's handling of the economy in general has direct effects on students, and should be mentioned briefly. Fraser's government prefers to spend money on defence and in-handouts to large, capital-intensive industries and corporations, rather than on student allowances, welfare, health or on tackling the problems of unemployment. As unemployment grows and people's standard of living falls, people become nervous about their chances of getting a job and are inclined to snap up full time work as soon as it becomes available.

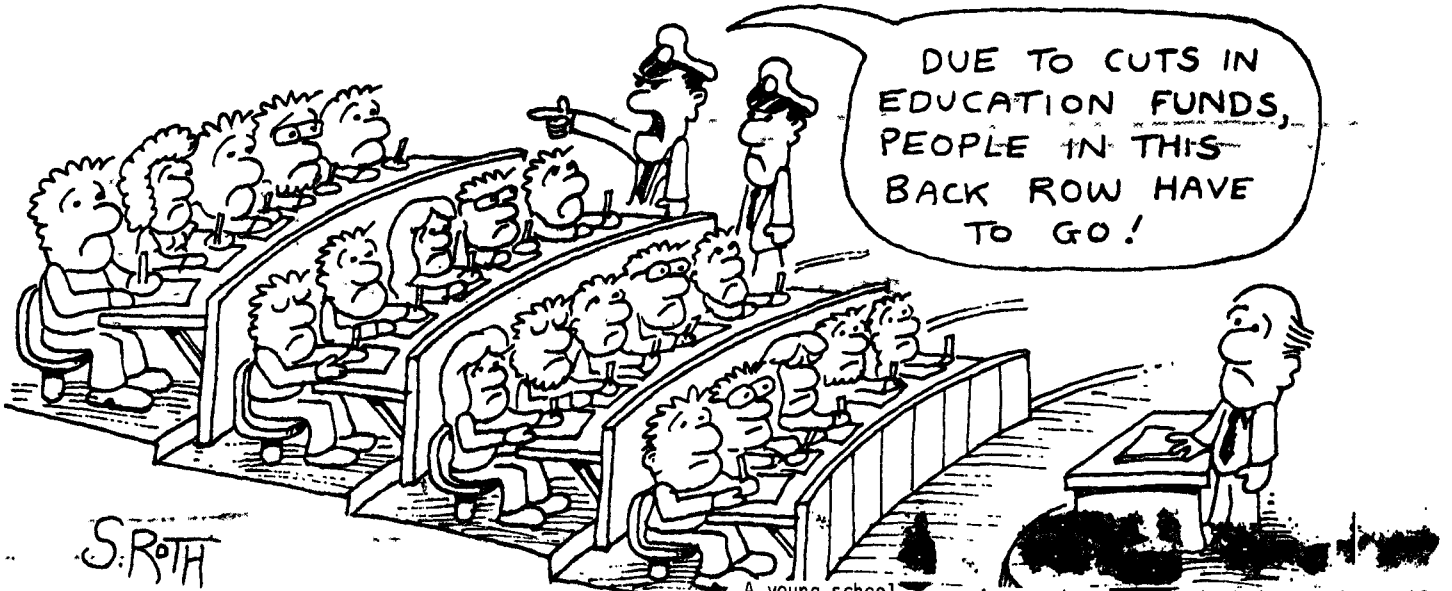
3. Technological Change and Credentialism.

People are being forced, or frightened, into improving their qualifications because they are worried that they will be displaced by technology in the workplace. Some people such as secretaries, feel that they must change to a new occupation in order to beat redundancy.

Credentialism - the demand by employers for better and better qualified workers - obliges other people to get a degree where previously HSC would do, or gain a post-graduate qualification where an ordinary degree would have been sufficient. People already in employment feel this pressure, too, and undertake part time courses to raise themselves to a par with colleagues' qualifications. The scarcity of jobs caused by the recession and by technological change enables employers to pick and choose at will.

4. The Fight to Maintain Student Numbers

Tertiary institutions are aware that the government would use any indication of falling enrolments to cut education spending still further. Falling student numbers at a particular college or university would mean a declining share of the limited funds already available. To maintain - and even increase - enrolments, tertiary institutions are adopting a number of tactics.



S. ROTH

So, to what extent has the funding squeeze produced this explosion in part-time external and later year enrolments.

1. Student Allowances.

At \$49 per week, TEAS cannot adequately support a student. And TEAS is available to fewer and fewer students each year because the ceiling on parents' income set by the means test has not been raised to compensate for inflation. So fewer students, particularly younger "dependent" students, are eligible. Although the federal government has increased its allocations for student financing in dollar terms, it restricts its financial commitment to TEAS by remaining firm on the means test. With part-time work hard to find in these times of economic

leaver is likely to take employment if it is offered, rather than turn it down to go to college or university. After all, who knows whether he or she will find a job on emerging as a graduate a few years later?

As well, fewer employers are prepared to take on students in casual or part-time positions, often preferring teenagers who can be paid at lower rates. Fewer parents, too, can afford to keep their student children, as inflation eats into their income, or as they retire or become unemployed themselves.

Unemployment, inflation and the economic insecurity caused by the government's policies play their part in closing the doors to full time study for many people who would wish it.

A second way to boost student numbers, if you are a wily education administrator, is actively to encourage enrolments by part time and external students.

Again we can only applaud extensions of the range of courses available to Australian students, and the growing accessibility of some form of tertiary education to working people, house bound people, and disabled, the isolated and mothers of young children. Part time and/or external study is changing and enriching the lives of thousands, from Port Hedland to Mt Isa, Whyalla to Dubbo, as well as in the large cities. People can continue to work while studying to get a better job, or to change occupations. The advantages of part time or external study are myriad.

FUNDING CUTS



CONT.

But of course there is another side to this story. Tertiary institutions have more motives, in increasing part time and external enrolments than merely offering people a chance to educate themselves. Part timers and externals maintain funding levels by keeping student numbers up but they often do not receive their proper share of the available money.

Furthermore, student load within tertiary institutions is often calculated on a different basis from that used by the TEC for funding grant purposes. In universities, for instance, student load for each department is commonly calculated in terms of Weighted Student Units (WSU).

Students are assigned values according to the following table:

HIGHER DEGREE	
Full time	2
Part time	1
External	0.25
HONOURS DEGREE	
Full time	1
Part time	0.5
External	0.5

(Pass Degree students are assigned proportionately lower values)

It is not difficult to work out that part-time and external students, more usually taking a pass degree, are shortchanged by this method of calculating student load. External postgraduates are particularly badly treated.

Many tertiary institutions are fighting for survival against closure or amalgamation. Some have already disappeared. All colleges and universities are scrambling to keep up student numbers as full time enrolments dwindle. It is hoped that education administrators will take the opportunity to turn their minds more actively and creatively to the needs of the part-time, external and mature age students they are so eager to attract.

Now I will turn to examine the particular ways in which funding cutbacks affect part-time, external and mature age students.

Externals

External students may not need lecture theatres and laboratories on campus. They do not add to the college or university electricity bill and they don't in general turn up at the student health service, the child care centre or even the cafeteria. But this does not mean that they do not exist. They need far more than the occasional mailout of lecture notes and assignment topics.

First the library needs of external students are specific and, like those of all students, vital if they are to study successfully. Libraries of tertiary institutions have been hit hard by real cuts to recurrent funds. Acquisitions of books and journals are made from recurrent funding allocations, and there have been forced reductions in this area for several years in most campus libraries. Books used by externals have a longer "turn around" time, owing to the need to post or deliver the book to the borrower, and for the borrower to return it by a similar method.

This means that a larger number of multiple copies is needed for each book in demand. Multiple copy buying has been one of the first areas where cuts have been made in many libraries. Because external students cannot, usually visit the library themselves, a search service is very important. Staff must be available to select alternative texts when those requested are unavailable. There needs to be a photocopy service for externals, and staff must be able to talk to students by telephone to ensure that appropriate books and articles are sent to them. A high staff ratio is therefore necessary, as well as plenty of money for photocopying, telephone and courier or postage.

But the squeeze on recurrent funds, coupled with the increases in numbers of externals and the range of courses offered to them, renders most of these services mere pipe dreams for many campus libraries. Staff numbers are falling, or at least remaining static despite increasing demand. At the University of Queensland's Thatcher Library for externals, staff are forbidden to make STD phone calls to external students. Many isolated external students must wait up to two weeks for postal deliveries of urgently needed texts because libraries cannot afford to use a 24 hour courier service. Branch libraries, at regional study centres, receive only a token amount for acquisitions each year; again at the University of Queensland, only one of the Ringrose Branch Libraries has received enough money to buy more than 30 books in the current year.

Some colleges have opened their doors to externals but have provided virtually no extra library facilities at all. Some colleges have begun a limited external programme, but do not even offer a postal service for their country students. Many library workers, knowing the importance of adequate access to resources, are constantly frustrated by their inability to service external students in a proper manner.

External students rely on mailouts of printed material. At some institutions these have been cut back, and some external students are obliged to pay an airmail surcharge if they wish to receive their notes before the end of term when assignments are due. Courier services are, of course, too expensive!

A properly organised, adequately funded regional study centre can be of great importance to an external student who lives a long way from her/his campus.

To set up such centres can require capital funding for purchase of buildings or equipment, but of course, such funding is a thing of the past. Even when such centres can be established in schools or rented premises, a co-ordinator must be paid, equipment provided and tutors' or discussions leaders' salaries found. This, of course, means increased spending to cater for the growing and scattered population of external students. Cuts in funds mean that, where such services are provided, they are most often inadequate, and external students are regularly heard to complain about them.



Institutions often advertise a vast range of courses for external students who enrol eagerly, only to find that, owing to staff shortages, many courses are "temporarily" unavailable - sometimes for years on end. Advanced level courses are particularly prone to going into limbo, making it impossible for students to plan a proper sequence of studies for a degree. One external student in his seventies confided that he was afraid he would die before the last few subjects he needed for his degree were made available once again. Externals, like part timers must plan several years ahead. The temporary or permanent dropping of a subject from among those available can play havoc with their progress toward graduation.

External students can be poor relations when it comes to quality of learning materials and allocation of staff. Some institutions appear to have given little thought to the appropriateness of materials sent to students, some (and I believe Warrnambool IAE is one) merely send off printed versions of the lectures delivered to internal students. No money is available for the slow and expensive business of properly constructing and preparing course for off-campus consumption; at Deakin University, about 2 years is spent by a staff member or team of lecturers preparing each external course. Some institutions expect on-campus lecturers in charge of a course to cope with external students as well, preparing materials, setting and correcting assignments and so on as well as attending to the requirements of a full complement of internal students.

External students are in particular need of counselling, help in study techniques and essay writing and other support services, all of which it would, naturally, be expensive to provide. Unless externals are willing and able to present themselves bodily at their college or university, most support services are unavailable to them. In a recent survey of campus child care facilities, only nine campuses stated that they provided child care for external students during study schools. Such schools are often held at weekends and the cost, including penalty rates for workers and so on, would be prohibitive.

Tertiary institutions administrators seem to think that enrolling more externals will give them more money, and a group of invisible students who make few demands on campus facilities. As cash becomes scarcer, facilities for externals, which are expensive, are often the first to go. Or, as enrolments rise, administrators are reluctant to release funds to provide the facilities external students cannot do without.



Part timers

Even more than externals, part-timers are enrolling in droves. And again, special facilities which they need cannot be provided by our financially destitute tertiary institutions.

At CAE's 51% of students are part-timers, and yet most of them still close their central and departmental offices, and many of their services, promptly at 5pm. The reason for this is, of course staff shortages and lack of money. Universities are in general no better. Working part-timers are consequently seriously disadvantaged.

Up to 88% of all recurrent funding provided to tertiary institutions goes on wages and salaries alone. As wages rise, and funding allocations fall in real terms, as staff gain seniority and move into higher salary brackets, as the institution's liability for long service and superannuation payments increase (because people are not changing jobs, but staying on in a seemingly secure position), then more and more of the recurrent grant must be used to pay staff and campus workers. This has two consequences. First, less money is available for other recurrent expenses - books, equipment, electricity, postage etc. - and second, campus administrations have strong motivation to cut costs by sacking staff. Junior, non-tenured staff, often responsible for evening classes, are usually first to go, and evening classes are no longer offered. As senior staff have to take on some of the tutoring load, alternative or repeat lectures are removed from the timetable.

Part-timers are in particular need of support services such as counselling, study techniques workshops and legal and financial aid. Part-time study, particularly when the student also holds down a job or cares for a young family, can cause personal stress and family problems. Many part-time students find their marriage or partnership in jeopardy because they have comparatively little time or energy to spare for their partners. Universities and colleges need to extend their counselling services to cater explicitly for the problems of part-timers, and to provide legal and financial advice which can be of use to older people with families, mortgages and life insurance to worry about. But extended hours, new staff and specially tailored workshops and counselling programmes are beyond the means of tertiary institutions - or, at least, do not receive high priority while staff are being sacked and antiquated equipment patched up for yet another year.

Tertiary institutions have been slow to recognise the special educational needs of part-timers. Even when these are acknowledged, shortage of money prevents much action being taken. Taped lectures, printed notes, free photocopying of journal articles, postal communication of important notices and assignment topics all would assist the hurried part-timer who cannot spend many hours on campus each week. Weekend classes and practical sessions, intensive lecture series over a week or two, alternative assessment times and arrangements would enable part-time students to mesh their study requirements with varying work and personal commitments. And all these things are, naturally enough, completely out of the question, even where departments and individual academics recognise the need for them.

child care falls even further down the list of priorities. Several groups of child care activists are trying to establish child care centres on campuses where none exist. In most cases, the administration is at best, reluctant to commit any resources at all towards setting up a facility. In existing centres administrations cannot increase grants made to child care centres above the levels of previous years and many centres are being forced to increase fees to cover leaping costs.

More parents, especially mothers of young children, are now studying than ever before. To study effectively, they must have child care facilities, including evening and school holiday care. Otherwise, in offering them a place, the university or college has issued an empty invitation.

Orientation workshops, how to study assistance and counselling are necessary for many later year students. Especially for those who have not studied for many years, or who have received little formal education, the experience of entering tertiary education can be confusing, mystifying and personally threatening. Many feel lost and alienated, separate from the predominantly "young" environment of the campus. Financial worries can loom large, and some older students experience health problems. Mature-age students as well as part-timers need counselling and workshop programmes to cater for their particular needs. And once more, the story is that such "luxuries" cannot be provided except on a limited scale.

Interest in recurrent education is growing in Australia. Even if the economy recovered and unemployment disappeared, even if

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FRASER
OFF
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part-timer with work, family or other commitments is often left with no classes he/she can attend, and is forced to change subjects, give up, or struggle on with borrowed lecture notes. Part-timers learn to be flexible and philosophical in their long-range course plans, because, so often, a subject may be temporarily or permanently withdrawn owing to the absence, resignation or retirement of a staff member who cannot be replaced. A full-timer might feel confident that, say Economics 3C will be available in two years' time, but a part-timer knows that it is in the lap of the gods whether that subject will be available in 5 years from now. In choosing Economics 2C he/she is not able to be certain that he/she can complete the intended major.

Like externals, part-timers need specialised library facilities, such as multiple copies of texts, evening and weekend access and extended borrowing. Library hours on some campuses have actually decreased in the last few years, despite growing part-time enrolments. As explained in the previous section, multiple copies in adequate numbers are in many libraries a thing of the past.

Tertiary institutions must try harder to cater for part-timers, both by making better use of the inadequate resources available in ways appropriate to part time students, and by taking a firmer stand against government cuts in education spending.

Mature age

Mature-age students are usually part-timers or external students, and the problems of these groups are outlined above. There are, however, specific problems experienced by students who are older.

Child care is a major need of many mature-age students. Less than half of Australian tertiary campuses have child care centres and of these less than half again are subsidised by the college or university itself. Administrators tend to see campus child care as a low priority in any case, but faced with severe funding shortages,

student allowances were raised to a decent level, there would still be a growing number of people who wish to study as part time, external and mature age students. Colleges and universities must stop welcoming them, and then leaving them to fend for themselves in a fight against ignorance and apathy. Access to education policies are devastating education at all levels. Innovations, if they cost money, are impossible; better facilities are unattainable luxuries. Right now, part time external and mature age students face an education system in some ways quite unsuitable to their needs and large amounts of money must be spent rectifying this situation. Tertiary institution administrators and academics have been tacitly blackmailed into acquiescing to the government's policies; they dare not complain about funding cuts or inadequacies. It is time that they took an assertive stand against the cynically unrealistic education funding policies of the Fraser government.

C.D.71

HOW IT IS DONE AT RIVCOLL
(Hints on getting yourself together for academics).

For externals, organisation for study should be planned as much as possible.

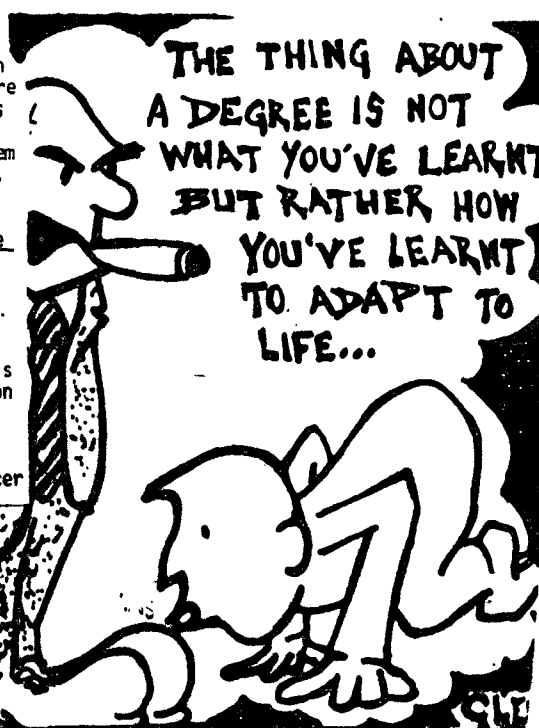
These things help:-

1. Full schedule plan. Use a handbook and establish date due so you know how to plan your assignments.
2. If you are going to be late, contact your lecturer before the due date of assignment. Most are sympathetic to good excuses? Don't be afraid to ask for extensions when warranted. Don't pull out through fear of inability to have assignments in by a prescribed date.
3. Residential School. At least do your reading for Residentials. You're behind the 8 ball if you don't.
4. Lecturers are paid to assist you in your course. Use your right to discuss problems with your lecturers. Don't be afraid of the 'aura' effect of the lecturers. Most are human. Many allocate a great deal of time and have a committed interest in the needs of external students.
5. Weekend schools provide contact with other students. This can be beneficial when in distress. Lecturers become real people and names and numbers of students can be associated with faces - (there are almost 3,000 faces to be associated with) - it helps to start with a few.
6. Student Contact. Possibly the most important part of external study is recognising and utilizing the value of contact with others doing the course. Get phone numbers and addresses. You'll probably need them, especially when exam and assignment terror threatens your continuation. Moral support in these times from others experiencing the same, breaks the isolation - the curse of the externals.
7. Ways of getting books and notes are open to initiative. Ideally, find someone who has done the course. The external grape vine is good for this. Swap material, which most are only too willing to do. The University Co-operative carries most of the prescribed texts for each course. Try other students for Second-hand books.
8. Assignments. Be sure to use foot-notes and documentation style. Using this the right way saves hours of work and loss of marks. Of great aid are guides to synonyms and related words - eg. Readers Digest 'use the right word' and 'Roget's Thesaurus'. A good dictionary is important. Usually departments are helpful with structuring of assignments. Facilities are available at residential schools for hints of expression and essay formulation.
9. If you start early with a filing system for material it saves catastrophes later.
10. Don't pull out of a course before contacting your lecturers and/or other course members. Most withdrawal dates are before the residentials. Give yourself a chance by hanging in until you realize that everyone is virtually in the same circumstances.
11. The College experience is not just studying lesson notes. Residential schools provide the crucial contact and stimulation needed for the very existence of external study.

Rod Gillett
Activities Officer



How it is done at Rivcoll



EXTERNAL STUDY
External study and Full-time work - the reality.

by an external student, April 1981

This article was prompted by my withdrawal from Rivcoll this semester and the reason for it. For the past three years I have combined external study with a demanding job which involved my being away from home for 11-12 hours a day. The additional variable of a fairly advanced pregnancy this semester proved to be too great a strain and served to emphasize the level of pressure I had come to accept as normal for the previous three years.

External study handbooks and words of wisdom from idealistic course co-ordinators stress that work should be prepared on a gradual basis, weeks in advance of due assignments. Unfortunately this neglects to take into account that element of human nature which makes it very difficult for most students to consider an essay due in six weeks time as a pressing reason to spend an evening with head bowed over the books. If I were alone in this view I would hesitate to admit to such academic failings; but all the students I know who work full time (with two notable exceptions) tend to study in bursts directly related to a due assignment, break for a few weeks and then engage in another period of frantic study and sleepless nights when the next assignments are due.

There are other factors apart from actual study which add to the pressure on those who have limited time in which to study and fit in a home and social life. One of the most difficult aspects is that even though one may not be studying the thought of work due stays with you all the time and colours everything that you do. The choice may be made to go out instead of study, but the outing will be marred by the background that you should be at home.

The great Australian institution of the 'sickie' comes into use when in desperation, too late for an extension and with no valid excuse other than the fact that the running of one's day to day life does not always adjust satisfactorily to the amount of study to be done, the student is forced to neglect his/her workplace for study. Having taken a 'sickie' to complete an assignment I had the misfortune to become ill two days later but could not stay home since two "one day absences" would be considered inappropriate behaviour.

With a fairly heavy schedule of study, hobbies and interests are difficult to maintain and study can become the dominant interest other than work. This in turn may lead to considerable pressure on relationships with others as study tends to be a solitary occupation which may exclude family members.

There is of course the 'residential resentment syndrome' and there are not too many students waved off to four days of fun and frolic at Wagga without some misgivings by those at home as to what actually occurs. It is hard to remain convinced that it is all work and no play when the student returns home from four days solid study with alcoholic poisoning.

Although this may appear to be a somewhat adjudged view of the life of a worker/student, it must be stated that the above drawbacks are more than compensated for by the freedom to study when one feels like it and the quality of the network of friends that develops over the years and spreads all over the state - friendships which do not diminish when the sought after qualification is obtained.

BARPH to BETHLEHEM

5 week Tour to Southern Europe & Israel

This Tour is still being formulated, details will be published in the next edition of RACE. However at this stage the tour details are something like this:-

- * Depart Sydney 10-12th December, 1981
- * Fly to European destination (London, Paris, Rome or Athens or a combination of 2)
- * Accommodation in Europe
- * Fly to Israel
- * For the spiritually inspiring - Christmas in Bethlehem
- * Bus Tours of Israel, visiting historical sites, Dead Sea etc.
- * Traditional Jewish Meal as Welcome to Israel.
- * Dinners on tours
- * Breakfasts
- * Accommodation
- * Bus tour to Egypt to see Pyramids, Cairo etc. Ample Free time.

- * Fly to Singapore for Duty Free Shopping-
- * Accommodation Singapore
- * Arrive Australia

All this for approximately \$1800. (standard of accommodation is "Youth Hostel" type accommodation - a better standard of accommodation will be offered as an optional extra).

This tour represents an exciting concept in Student Travel. When it is considered that the normal return airfare to London at this time of year is only slightly less than \$1800, then obviously this tour is excellent value for money.

If you are interested in this tour then please contact the Union office and we will forward you further details as they become available.

See you in Europe
John Adams
Tour Organiser

ENROLMENT ADVICE

ENROLMENT ADVICE FROM THE STUDENTS' PERSPECTIVE

Perhaps you have made up your mind before coming to the College about what degree/diploma, degree/diploma pattern and what courses you will be enrolling in. It is still worth your while to talk to all the people you can - both course advisors and students have direct experience with the courses and know other sundry items which will make your academic life here either happy or unhappy.

Even if you have been offered enrolment in the school of your choice, you are not bound to follow the degree course you have indicated on your application. You may vary that each year as long as you conform to the school regulations for degree/diploma patterns.

ASSESSMENT

When choosing a subject it is best to learn what the actual requirements of the subject are. Find out what topics are to be studied, and assessment procedures used. How many essays, tutorials, seminars, practicals and semester and end of year exams, and what they are worth towards the final assessment. You have then some idea of your workload, your daily and weekly commitments.

SOME COURSE REQUIREMENTS

Check to see if a level of competence is assumed for any course you are undertaking.

EXPECTATIONS

Think about why you wish to enrol in a certain subject. What do you hope to achieve? Might another subject help in your choice of career? Ask students who have completed a course their opinion.

YOUR DEGREE/DIPLOMA PATTERN

In working out a degree/diploma pattern, you will need to note subject offerings in later years, particularly if you are keen to major in one particular area. Peruse the College handbook and check to see what combinations are permissible.

Find out if any subjects/courses are compulsory for particular degrees and if special options on individual reading and research subjects are available. Note what subject re pre-requisites and co-requisites for later years. That way you'll have a better idea of how to plan your course.

Workload is very important when mapping out your degree/diploma pattern. If your workload takes its toll you may wish to withdraw from a subject or two - but speak to a tutor, course co-ordinator or External Studies before you do withdraw. They may be able to help you sort out your problems.

FAILING

If you do fail a semester or year long subject you will refer to the Handbook and the course co-ordinator. Regulations vary but usually you will be able to do the subject the following year.

CHANGE OF SUBJECT

The Handbook has the last date for withdrawing from a subject, whether it be semester or year long. If you feel you are falling behind in a subject or no longer find it interesting or satisfactory extra help can be arranged from your tutor, lecturer. If you do decide to drop a subject write to Student Administration prior to that last withdrawal date. To change course, apply before re-enrolling for the following year as approval must be obtained. Likewise if you've completed courses at other tertiary institutions, you may be able to gain exemption from equivalent subjects at Rivcoll. It is always worth applying.

EXTENSIONS

If you find you are unable to meet a deadline for an essay, assignment, prac report or tute paper, ask for an extension of time before the due date, from External Studies. Ask your tutor/lecturer whether penalties are incurred if a piece of work is submitted late. If you were ill or having personal problems a statement/certificate from a doctor or counsellor is helpful. If you have problems with the subject or the essay topics write to the tutor/lecturer for help.

Rod Gillett

promises promises....

"I can promise you honesty and integrity in Government", announced Liberal Party Leader Malcolm Fraser in November 1975. "I'd like to have a Government which people can trust."

Trust- as one dictionary explains - can mean "confidence in the truth of anything, as in the friendship, integrity of another". It can also mean "sale on credit or on promise to pay" or "an arrangement by which property is transferred to another person."

Perhaps it is only Mr. Fraser's own colleagues who can truly vouch for his friendship and integrity (one remembers with pride his public announcement in February 1975, "Bill Snedden has

my full support....there has been continuing widespread speculation that I or colleagues of mine on my behalf are promoting a challenge to Billy Snedden. That is not so. There is no contest")

In the lead up to the next Federal Election we have collected the following list of promises - a top 40 of sure fire hits - all tried and true and perfectly reusable. We will print them over the next few weeks. "Mind you, it's not a complete list yet. Unfulfilled promises made less than 18 months ago have been omitted as these may arguably be 'still under implementation'".

I can promise you honesty and integrity in Government. I'd like to have a Government which people can trust. (November 15, 1975). This promise was not kept. See below.

We will maintain Medibank. (November 27, 1975). This was a clear commitment to maintain the universal health insurance scheme. This commitment was not honored.

The Australian Assistance Plan will be maintained. (November 27, 1975). It was abolished in 1976.

We will maintain present levels of assistance to Aborigines. (November 27, 1975). In the first year of office the coalition cut expenditure by \$8 million. In two years the reduction in real terms was 24 percent. The Aboriginal housing program was cut by 44 percent in two years. Aboriginal education programs were reduced by 16 percent in real terms, health programs by 13 percent and Aboriginal legal aid by 19 percent. In the last Budget, assistance to Aborigines was \$35 million below the 1975 level.

We will support wage indexation. (November 27, 1975). Less than two months later, the Fraser Government opposed the full flow-on of the CPI rise, seeking half-indexation instead. The Government has consistently opposed full wage indexation at all subsequent hearings.

Under a Liberal-National Country Party Government there will be jobs for all who want to work. (November 27, 1975). Rather than improving, unemployment has steadily worsened. It rose from 4.8 percent of the workforce at the end of 1975 to 7.1 percent at the end of 1978. While the published figures since then have shown a slight improvement, these do not take into account the hidden unemployed. In the last

Budget, funding for one of the few effective training schemes, the Special Youth Employment Training Program, was slashed by \$50 million.

We will be generous to those who can't get a job and want to work. (November 27, 1975). Unemployment benefits have declined substantially in real terms. The money rate for juniors (\$5.15 a day) has remained unchanged throughout the Government's term, reducing it effectively by almost half. Since November 1977, the unemployed have had to wait in arrears for payment of benefits. Employees who are stood down as a result of industrial disputes in which they are not involved are now denied benefits.

We will fully index personal income tax for inflation over three years. (November 27, 1975). In 1976 the tax scale was almost fully indexed (but not quite). In 1978 it was reduced to half-

indexation (closer to a third, in reality). Indexation was abandoned altogether in May 1979. One third indexation is now proposed for July 1980.

We will reduce the tax burden. We will put an end to Labor's tax rip-off. (November 27, 1975). The tax bite for most taxpayers under Fraser has been much greater than under the Labor Government. Total taxes as a percentage of GNP are well up. Taxes relative to income levels are up. This has happened, despite tax cuts, through the effects of inflation in the absence of full tax indexation.

Our reforms will give back to people money they earn by their own hard work and which Labor has taken away from them. (November 27, 1975). Only the very wealthy are now paying less in taxes. The vast majority are paying much more. Under Whitlam, wage and salary earners contributed around 77 percent of total income taxes. Now they contribute over 81 percent, despite massive increases in the incomes of the rich non-wage earners.

We will ensure that where children are in greater need because of educational disadvantage, they receive extra financial support. (November 27, 1975). The actual policy pursued has been precisely the opposite. Contrary to the recommendation of the Schools Commission, \$13.8 million was cut in just one year, 1977-78, from the allocation to Government schools and given to private schools. Last year, \$38 million of the \$42 million cut in education spending was from the schools sector. Government schools were hardest hit.

Spending on essential education, health and welfare programs will be protected against inflation. (November 27, 1975). Except in a few isolated areas, this promise has not been kept. Expenditure on the hospital development program was reduced by 63 percent in real terms in the 1976-77 financial year. The Community Health Program was reduced by \$15.3 million. The completion of the school dental health scheme was deferred until 1990. Then again, maybe these weren't essential.

