



FIGURE 100

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Credits: Electro stencils for GOF & THE MENTOR by Noel Kerr, Thermo stencils by Eric Lindsay. All duplicating done by ourselves.

Available for \$1 (both Mentor and Gough) thisish, including postage. All issues of ARK will be for trade, contribution, LoC (if good), or subscription of 75 cents per issue, or 3 for \$2. We need articles and artwork.... overseas, cash only please.

## H A V I N G   M Y   S A Y :

Well, here it is. No sooner started than another femmefanzine hits the dust. Let Buck Coulson point and say, "I knew it", but then, so did I. This wasn't meant to have a long life since when I started this his Lordship laid down the law... when we got married it would be a joint venture, and that went for fanzines as well. So now, nine years old (nearly ten) Mentor and new little Gough have folded to give way to a joint venture, Ark, which we hope will be the best fanzine ever put out in Australia. We have dreams and lots of hope for Ark. And we need help as far as articles, artwork and subs go. So, all those of you who have faithfully supported Ron in his publications and mine, please continue to support us in Ark. We don't think you'll be very much disappointed really.

Onto this, which was going to be a special all-male issue on education. Well, now I know three possible reasons why femmefanzines may have folded early... 1) the femmeds got married or otherwise involved in a joint venture 2) there was such varied response from the guys who read the zine, that the eds went general 3) there was a lack of help from other femmes.

But, other than that, I got a lot of response from the guys to the topic of education. Of course, a lot of it is deliberately aggravating, especially since most of the guys had read my article in NINI HII? about why I became a teacher myself. I refuse to be led out to fight... well, at least not until I get in the comments, which will be put into Ark, so send them, and then, woe betide anyone who says teachers aren't professionals, and who think that teaching is an easy job, meant for lower class individuals with no drive. What rot!

There, I've said my peace. No-one seems to want to listen to me when I write serconnish articles on society, schooling, philosophy, so I shan't try any more. I shall put up a fight on behalf of my profession if anyone really cares to argue with me.

Meanwhile, for those of you who are in the Sydney area, and do not own your own duplicator, the Clarkes now offer to you a wonderful printing service. The basic fee will be \$3.50 (for the ink), which is up to four reams. For every five reams thereafter an additional \$3.50. If you want us to get the paper, it costs \$2.10 a ream plus tax. If you're desperate for collators, and leave it on our doorstep in it's entirety, it will cost you an extra \$1 an hour for collating. By the way, those reams are coloured roneo duplicating. The stencils used must have roneo heads, because we only have the roneo machine.

This issue is dated 29/9/73, and was put by Sue Clarke, 2/159 Herring Road, North Ryde, NSW 2113. Please note the new address. Hope to hear from you soon.

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EDUCATION TODAY

by

George Alan.

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Education has been defined as instruction, but it goes far, far deeper. Basically, education is to learn (acquire) sufficient knowledge/eperience to permit survival. It is a hard school and there are no drop-outs. If you do not learn sufficiently, you do not survive. Life used to be as simple as that.

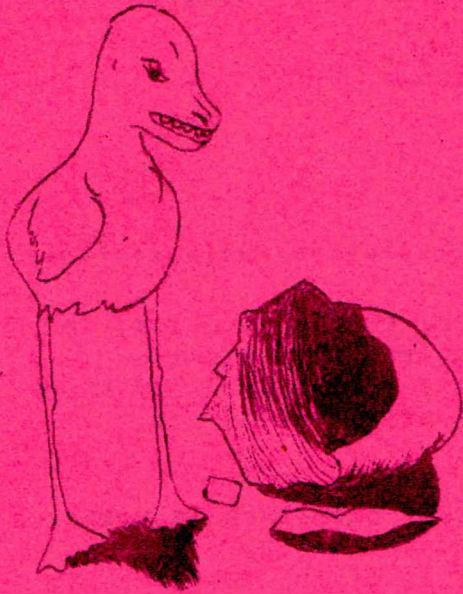
Nowadays, because we adults have "educated" ourselves in branches of science and medicine, we are able to intervene and, to a degree, assist a new-born child in its initial survival. We are fortunate in so far as nature provides us with basic instincts which assist our survival. Without them, weak, unhealthy children would not survive past child-birth. But with our knowledge of medicine, we can increase the new-borns chances of survival. In so many ways it is a pity. Survival of the fittest was one of nature's protection for the survival of a species. Has man the right to interfere?

One of the very first things a new-born child learns is when to cry. (Not how to cry, as this is one of the basic instinct with which we are endowed. When to cry) The two cries are of hunger and a cry of expressing pain. Usually, at this early stage, the only pain felt by a baby is the pain of an empty stomach. Although when wind distends the stomach, it must be disturbing to a baby. These two cries are very closely followed by a "pick-me-up" cry. This cry is learned within a week of birth, and is a baby's way of controlling its mother. This cry is almost indistinguishable from the first two cries, and it is indeed a fortunate mother that can distnuish each. Some believe that the cries of hunger are instinctual, but from observations in hospitals, I am of the firm belief that these are learned, not inherited. The cries of hunger and pain are known within twentyfour hours of birth under normal circumstances. The pick-me-up cry is learned within a week. And people claim babies cannot learn!

3.

Within a year an infant has learned mobility, communication, co-ordination of mind and body and a sense of identity. Quite a beginning for one so young. Being self-taught, this part of a child's education is never forgotten. (Unless there is some external cause which intervenes. A cause such as disease, or brain damage.) Without this basic education, a child cannot survive. If a child cannot communicate require special instructions to permit survival.

Formal education for a child commences at about the age of 4, the time when the child first attends a pre-school group. It may continue for 20 or 30 years, depending upon the desires and motivations of a child. It is my contention that a child's true education begins at birth. By the time a child reaches pre-school age, it is usually far too late to retrain a child. Unless initial attitudes have been set down, then there is very little a teacher can do. True education



never ceases. From parents, brothers, sisters and other persons with whom we come into contact, we are educated to speak intelligently (most of the time) reason. look after ourselves. Without this "formal" or school education cannot commence.

At pre-schools, schools, and even some secondary schools, all a child really learns is individual patterns within group social behaviour expected in today's society. And a basic set of facts upon which to base future experiences. Once initial basic facts (facts such as  $1 + 1 = 2$ , or that the symbol "a" stands for the sound A) have been ingrained, the real education can proceed in leaps and bounds. A very surprising experiment was carried out on some monkeys. One of them was taught that  $1 + 1 = 3$  (to use our symbology)

All through it's life it believed that this was true.

The basic facts upon which we base our experience have to be impressed upon the brain in one way or another. Today's impression takes the form of a child being told, shown and doing (to a limited degree). This is repeated over and over until such time as the child really believes it. Once a child can accept that  $1 + 1 = 2$ , then it can prove that  $2 + 2 = 4$ .

Once a child has learned that the symbol "a" stands for the sound A, she can use it on both writing and speech to combine with other sounds and make words. This is all very well. Basic facts must be impressed upon the mind of a child. This happens in the first two years of state primary schools. Unfortunately, today's education continues in this vein. The teachers today keep trying to impress facts upon children's brains rather than to encourage the children to find out for themselves. It is up to the child to assimilate, sort and correlate these seemingly endless snippets of information into usable knowledge. How well a child can carry out this process will depend upon his level of self-education.

I do not wish to condemn teachers here. I know that like the rest of us they vary as individuals. So there are some teachers who spark the curiosity and inspire the imagination of a child to discover facts for himself. There are those teachers who do little but sit there and say "learn this". In the middle there are teachers who do a little of both. All teachers are products of the system, conditioned to and by the system, and are perpetuating the system.

By the time a child leaves primary school he has "learned" multitudes of sets of facts. Some of these facts have been analysed and correlated and help fill gaps in the picture. Far too much of the facts are accumulated mish-mash of odd sods - predominately, apparently useless tidbits of information. Some a child cannot learn to use for years. Some he will never use.



ON TEACHING CHILDREN

by

Kenneth Ozanne.

Of recent years, the catchcry 'We don't teach subjects, we teach children' has become very popular among our more enlightened educators. If this is taken to mean that there is more to teaching than compelling children to learn a set of facts, then I am all for it. Hooray! I have known far too many teachers who had the kind of mentality that would give a child a mark of zero if said child dared to solve a mathematical problem (correctly) by the method in the textbook and not the way he was taught. Unfortunately, such teachers do still exist, and whatever can be done to get them out of such hidebound ways, or ensure that no others fall into said ways, is eminently desirable.

But I don't think that interpretation is the one usually intended. Unfortunately, having discovered that it is children that are to be taught, it seems all too easy to forget that we teach children about something. Have you noticed that the teacher's organisations, in their drive for professional respect, demand that all teachers should have a teaching qualification? Never hint that a physics teacher should know some physics, or a mathematics master should be able to do a bit more than count on his fingers.

There may be some subjects where this approach is right and proper. I, for one, am convinced that there are. You can do a great deal for an English Literature student by saying: "Over there are some books which are generally considered to be worth reading. Go, read." Even if you personally have never read the books, know nothing about them, you have done something worthwhile for him.

I'm a hard science man though. And, baby, if you want to teach that stuff then you have damn well got to know something. So, in what follows, I shall stick to what I do know. Mathematics, But what I say can certainly be extended to the physical sciences, even to philosophy.

Most of the traditional school mathematics syllabus is devoted to preparation for calculus. (Everything, essentially, except for those very mundane parts that ensure that it is safe for you to do the shopping.) All those little bits of algebra, all those trigonometric identities. That analytic geometry. All so you will be prepared for calculus. I don't wish to get involved here with any questions of whether or not this is good, it is just the way things are. It does mean that anyone not master of the calculus is simply not aware of why he is teaching what he is teaching. He can't know what is vitally important, what less important, or why. Since (in NSW) only students who take first level mathematics at matriculation get anything like a thorough grounding in calculus, we are forced to the conclusion that nobody who has not completed at least one year of tertiary mathematics is competent



to teach any mathematics at all. (I haven't forgotten the first level people. About 95% of them will take at least one tertiary mathematics course anyway. **Nearly all the rest will have failed.** And failing a calculus course isn't a qualification for anything.)

A first year calculus course isn't the end of the story. Far from it. It takes about another three course (multivariable calculus, differential equations, elementary analysis) to get some slight **notion** of the full scope of the calculus. Maybe this much mathematics is enough for a teacher who nevers aspires to teach students in their latter school years.

To teach calculus, one should have some understanding of where that subject fits into mathematics as a whole. The reasoning is somewhat similiar to the forgoing, but will involve reference to too many subjects unfamiliar to the non-professional mathematician to be appropriate here.. Suffice it to say that an ordinary three year mathematics majour is probably not enough to make the position of calculus completely clear.

My guesstimate is that about 20-30% of those who teach mathematics to children in their latter years at school have the inadequate background of a degree including a math majour. About 1% have something more. Probably another 5% (including some without the degree) have achieved something by their own efforts.

As mentioned previously, teachers organizations seem curiously blind to this state of affairs. What about the employers? 7.

The majour employer, the state education department, is worse. A teacher with B.A. Dip.Ed is qualified and, by golly, he had better not want to become more qualified than that. There are all kinds of penalties. Things like dropping to the bottom of the promotion lists if you take a couple of years off to do a masters. Like teaching overseas for a year and finding yourself unemployed on your return. Like the impossibility of becoming a teacher at all if you have a Ph.D, but don't have that all important Dip Ed. (or a TPTC or TSTC will do.)

Once I had a student, a man who had his B Sc and his Dip Ed. This foolish fellow came along to my class in Group Theory with applications to Quantum Mechanics. Now my student was a physicist, and Quantum Mechanics just happens to be the central part of physics. Group Theory is one of the most important theories used therein. After diligently attending classes for a semester, and doing a lot of work in the time he could have relaxing, he applied to his employer (guess who) and was informed that if he wanted to leave work early to sit for the exam he could take the day off without pay. Being impecunious, partly from wasting his money paying fees, he could not afford that. Fortunately, I was able to retime the exam for an evening whereupon he achieved the highest mark so far awared in that subject.

Mine is just a voice crying in the wilderness. But I think that teachers should learn something before they essay to teach others.

Ken Ozanne

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For Sue - a little bit about teaching and teachers.

Jack Wodhams.

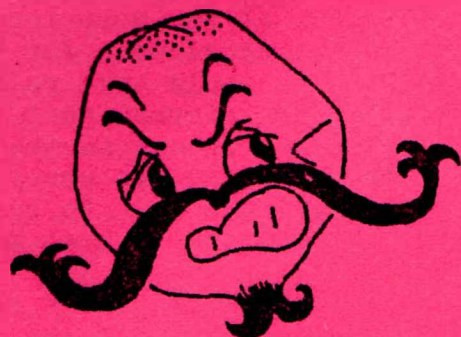
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Generally speaking, teachers are a pretty dull bunch. Teaching is not a career to be entered into by any person who has real ambition. The simplistic satisfactions to be gained from spasms of absolute power over fractions of underdeveloped population can be recognised to lack the ongoing challenge that persons of integrity require.

Teaching grade 3 term after term, ultimately can do no other than stimulate less and stultify more. Teachers are handicapped in horizon by their constant need to vie with minds less knowledgeable than their own - not less intelligent, please note, merely less knowledgeable. One of the major compensating factors of a teacher's uninspired life, in fact, is the dominating influence that may be exercised over a budding astute intellect vulnerable in the classroom. Teachers usually not being very bright, being themselves but repositories stuffed with instruction and absence of spontaneous spark, naturally quite commonly encounter their betters in embryo, so to speak.

8. The profession of teaching is one of narrowing perspective, a continuing unbalanced conflict of wills with uninformed minors. A teacher is akin to an animal trainer, jousts with midgets, fences with tigers cubs, lords over an unreal territory, commanding ignorance as a weapon. Teachers, through the attrition of forever adjusting their mentality to keep up the upper hand over their charges, diminish their capacity to handle mature adults - so in a ratio directly proportionate to the false sense of superiority they acquire through their dedicated contest with juvenile minds.

If the subjects absorb many qualities of the king, the king in return absorbs many of the qualities of his subjects. The kingdom of the schoolroom carries with it a crown that tarnishes and turns to plastic. Here the supremacy is a sovereignty regressive, for the subjects go on, grow up, and depart to obtain stature beyond the limitations of rote learning, while the king must remain, left behind, to retreat, step back, start again to reiterate in unceasing annual cycle to ever fresh batches of crude and untutored invaders.

Teaching is a safe profession, teachers are not only not required to think for themselves, but are most often actively discouraged from routine. Teaching is a system, and one which allows scant flexibility within its



(continued page 11)

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EDUCATION? : A DIALOGUE.

By

Edgar Lepp.

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David: So, you're a doctor now?

Phillip: Yes, got my Ph D a few monthes ago.

David : It's a long time since I last saw you. I knew you well at high school and uni.

Phillip: Yes. After my BA I did my Master's at Cambridge and then my doctorate at Harvard. I got my BA before you got yours. You took about six or seven years, didn't you?

David : Yes, I did a double honours in maths and Greek.

Phillip: (looking quizzically at David) What! Four years of math and four of Greek? Why didn't you just concentrate on one?

Dave : I liked them both. By the way, you did Old English, didn't you?

Phillip: Yes, I was going to do it in my second year but the unit in OE wasn't being offered so I had to wait until my third year before I could do it.

David : Yes, I read your article "On the metre of lines 390-400 of THE PHOENIX".

Phillip: You know old english?

David : Yes, I taught myself during my second year. Couldn't be bothered waiting till my third year. Perhaps you've seen my article on "Celtic influence on Old English." It deals with certain linguistic matters.

Phillip: No, it's really not my field, you know. I prefer literary studies. Don't know much about the linguistic side. Anyway, that's beside the point, let's get back to your education. Maths and Greek, eh?

David : That's right. By the way, do you realise that the very early Greeks and Hebrews showed a common cultural background?

Phillip: Eh? Er... no. When we did Greeks at school... in history... old whatsisname didn't mention Hebrews, did he? Anyway, I suppose this is a new discovery. I can't recall reading of it.

David : No, it was known quite a few years before we started high school.

Phillip: Strange. But of course, I'm not an expert on Greek history so you can't expect me to know anything about it. Old English literature is my field.

David : Well perhaps you can help me. I've been thinking for some time about the Anglo-Saxon social...

Phillip: (laughing) Oh no, David. I'm an expert on anything to do with to do with Anglo-Saxon social issues.

David : So you don't know much about the society in which the Old English poems were written?

Phillip: Well, no, not really. I have a vague idea of course but the literature is far moew important than the social set up.

David : I disagree. Now consider the Homeric tales...  
 Phillip: (pleadingly) But David, I don't know anything about...  
 David : Okay, consider the Celtic tales...  
 Phillip: (becoming desparate) My field is Old English literature.  
 You shouldn't bring in such matters as Celtic tales...  
 David : But in my article "Celtic influence on Old English" I  
 indicated...  
 Phillip: I haven't read it. Probably wouldn't understand it since  
 it's outside my speciality.  
 David : The article is a general one, no technical...  
 Phillip: (looking at watch) Look David, let's continue this at another  
 time. I've got a lecture to give... (after finishing answer,  
 Phillip rushes off to give a lecture on "the irregularity  
 in the metre of lines 412-415 of THE PHOENIX, Smithfield  
 ns. 146c ).

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From a letter from John Snowden:

10. Education? Now this is a subject I like. Where shall I start? High school do? For the record, I went to good old Caringbah High, the second biggest high school in the state (of NSW). The fun we had! One of my earliest memories of the place was of about 3 kids in first form getting busted for being on dope (one of these later died of an overdose ). They didn't get expelled. That was week one. Week two, the deputy headmaster gave us a lecture on how to report anyone that treid (or did) offer us "anything". We were told to take their description and liscence plate as well. Hell! The kids were always amusing. Like the time we mixed the hydrochloric acid and the nitric together and gassed out the science lab. And the time we mixed up an iodine-mercury solution and set it off ("Teacher, can you really make some dangerous bombs out of chemicals?" "Yes, Nimrod, as John Snowden, he'll show you" Joke. Ha Ha. Teach went out of the room -- it was the last week of school and hardly any of the class was there anyway), so I mixed some of the stuff up for fun). And the time we put the bunsen burner under the acetate, instead of dropping ice cubes into it. (We heated the wrong one) And the time we glazed the desks with 33% concentrated sulphuric acid.. And the time we... And the time we...

The school even had it's own bikey gang that used to have knife fights with the surfies in the early am. One got put into hospital (and the principal advise us to see him if possible). One got sent to a delinquents home on a charge of rape. True believer in women's lib! (The school bus had the telephone number of a pro scribble on the back seats.)

Let us not get the idea that the pupils were a bunch of misfits. Heaven forbid! This was only a small number of them. We mustn't leave out the teachers, must we? One of the maths teachers had been an amateur boxer until he had to retire due to a head injury. He was what I recognise now as a schizophrenic. Jeckle and Hyde. Hit the kids in the face with open handed blows. Broke the cane on them.

(continued from page 8)

established framework. Teaching is a necessary part of life. Pity the poor dumb teacher. For the great majority of teachers, the profession is a blind alley, an intellectual dead end. A large number of females are teachers. It is a suitable occupation for women.

Send hate mail to -

Jack Wodhams

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(continued John Snowden)

Scene: English class.

Teach: Were you talking Smith?

Smith: No, Miss -----, I was...

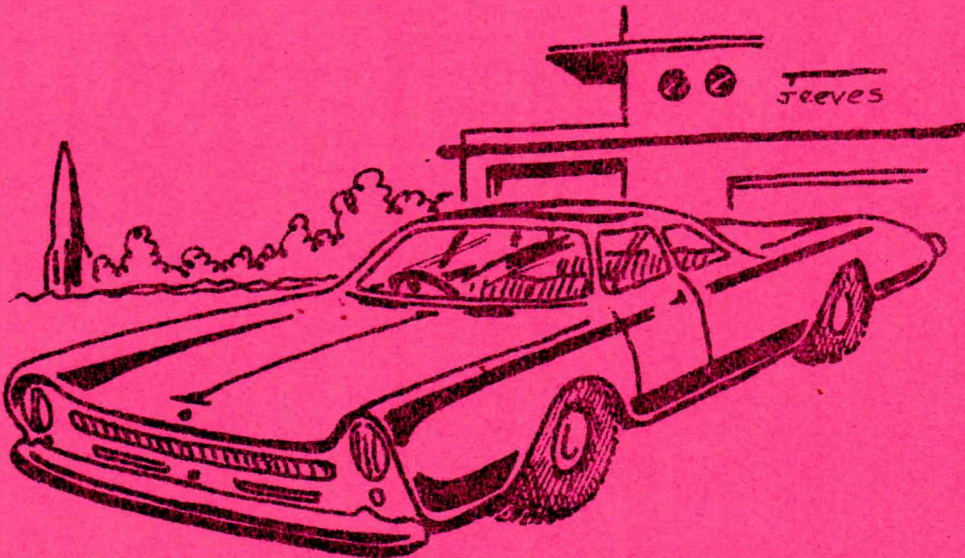
Math Teach (walking past the door, has been listening in) You disagree with the teacher again Smith?! Come out here!

Teach: Wait, I only ---

Math Teach: Come out here Smith!

Smith goes out. We don't see him for the rest of the day.

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STATE EDUCATION .

by

D o u g   L e i n g a n g .

Immediately following the Bolshevik Revolution in Russia, putting the date somewhere around 1921, V.I. Lennin led his country through a crippling civil war and enormous economic difficulties. At the end of this storm, Lenin himself died, leaving the door open for a successor. The opponents to Stalin, the successor to Lenin, envisaged wide economic and educational reforms. One of the latter included "open classrooms" outside the universities, treating education as learning about life. They predicted that even these liberal changes would dissolve, with the end of all formal education.

None of these reforms occurred when Stalin took over; on the contrary the vozhd (leader) of the Socialist Nation stressed education over many things, except the military. Within two years during the first five-year plan illiterary was wiped out. Completely. Before this time, about 80% could not write their names. The educational system was expanded several years and everyone had the opportunity to at least finish high school, tuition being paid by the state.

It is true that ignorance is death and it is better to know than not to know. But one of the most educated countries in the world, the Soviet Union, is the most totalitarian. It seems that the truth taught in the schools there does not set their people free. Only a handful revolt against the state, and only a handful of these went to college.

What relationship is there between totalitarianism or state control of social life and the educational process? At first glance, it seems that there is nothing common in the two. But if we look closer, in state schools (as compared to private schools) there is a tendency for the leaders of the government and educational bodies to set a standard of the education and to see that these guidelines are used in the curriculum of the schools, whether it be grammar, high school, or college.

In the United States at least, worried citizens frown upon the so-called "liberal" professors of state colleges. An example of this occurred three years ago. A Louisiana congressman declared that the Russian Area Studies division of the central state school in LA was run by communists, card-carrying communists, and that they were turning out revolutionaries by the hundreds. This may seem amusing to a few of you, but this probably helped the congressman get re-elected.

of Human Rights, to which both Australia and the USA are signatories, as the main statement of this:

Article 26.(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the furtherance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

While there are several critics of the ability of present systems to produce literate adults (some claim that up to 20% of school leavers are unable to read beyond the level of simple newspapers five years after leaving) we can assume that the elementary stages of education; reading, writing and arithmetic, are covered reasonably well. Before leaving this topic I would mention that during a discussion of education at a recent Canberra Science Fiction Society meeting, I asked those present if they could read before going to school, and over half could, over half were reading outside the school curriculum by the time they were aged ten. Admittedly this group can not be considered average but it does point to some children learning even outside a formal learning situation.

It is at the second section: "Education shall be directed to the full development of the human personality..." that education most notably fails, and except for a very few educationalists, of whom Illich is probably most widely known, this failure is not only permitted, but is actually encouraged by teachers, and also by industry, by parents and by society in general. Despite the brave words of the Universal Declaration of Human Rights, what is actually required, demanded and indoctrinated into the child is subservience, acceptance of his place in society and conformity. Far from encouraging the development of personality, schools and society actively discourage individualism, initiative, creativity and intelligence. Even this is an advance in the development of the individual; in the first half million years, there have only been two periods when the individualist has been permitted to live in a society and these were in Periclean Athens and in recent times, a total of only a relatively few hundred years. In every other period, the tribe was considered responsible for the action of the individual and individuals were either killed or bannished (often the equivalent of killing) for fear of their actions bringing the wrath of the gods upon the collective heads of the tribe. This tribal rejection mechanism still exists in most of us today. We repulse the unusual and reject the original.

Thus we find schools today training children to fit without question into society, giving as an excuse that vocational training is required

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O N T H E L I B E R A T I O N O F C H I L D R E N . .

E r i c L i n s a y .

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The editrix of this magazine has on several occasions made mention of schoolteaching as a profession, taking the word to indicate not only that teachers have undergone tertiary training, but also that they are (or should be) looked upon by the community at large as professional people in a similiar manner to doctors and lawyers. Sue has even produced an article (in NINI HII?) which included a list of professions ranked by status, in which schoolteaching at various levels rate high. As I have not seen the original of that list, I can't guess exactly how it was produced, but my limited observation within the community indicates that a majority of people regard schoolteaching, except at the tertiary level, simply as being another job. However, it is seldom regared as a profession in the same sense as law or medicine. This attitude seems more prevalent among younger people than among old and points to two possible explanations. One is the growing middle class in western society, a factor that decreases the value placed on another middleclass career such as teaching. A second explanation could well be the percentage increase in school teachers required when universal literacy is accepted as a desirable goal for a society; if a profession is no longer exclusive, and the subjects it covers are known in a basic form to everyone, can a profession remain professional? In my opinion, it cannot, at least not in status, even if it remains so in training and education.

14. It grieves me to disparage professionalism in schoolteaching when I know this is an important factor to Sue. This particularly when I consider that not only the status of teachers is declining but also the quality. It seems obvious that when only a few percent of people are literate, and those selected for education are either members of an aristocracy who do not need to teach, or are those who show a high degree of motivation to learn, then the quality of any teacher is much more likely to be high. In present times, there is a great demand for teachers, however the most able are discouraged by relatively low salary scales and those able people tend to move to other harder fields. This leaves the remnants as teachers. Since the remnant must still be capable of undertaking a university education or a similar degree of training, they are certainly more gifted than the average, but not of the same calibre as those who move to higher paid professions. Naturally, there could be many exceptions to this. The person who considers teaching as a vocation comes to mind but considering the number of teachers required, this is not likely to be a significant factor in changing the situation.

Let us now consider the purpose of education, and how closely present teaching approaches these purposes. Since I am not familiar with current thought on the subject among educationalists, I will take the objectives stated in the United Nations Universal Declaration



Fortunately, so far nothing has been done to impede the progress of this particular college programme. But this should not be ignored because there was little action to stop the Russian programme. If there was support among the populus to stop any shifts to the left, whether any evidence had been gathered or not, serious damage could have been done.

And why is ROTC, training for officers, only now becoming voluntary in the state colleges in the United States? Does militarism and state-supported education go together?

Maybe those Russians were correct in discontinuing education, or at least taking it away from the state. It would probably relieve all of those taxpayers who are worrying that their sons would overthrow the government. There are no studies indicating education has any influence on the minds of stubborn humans.

Doug Leingang

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P O E T R Y :

M Y       L O V E .

My love has windswept limbs of brown  
His eyes are currents from a mossy river  
Swirling deep  
Into my soul.  
My love has feather-tipped fingers that touch  
His face is of sand  
Molded by the wind of his spirit  
Constantly changing.  
My love has the earth within his smile  
His heart is green and brown  
The colour of life  
Beating stron within.  
My love is many things... is many things.

He is dusk  
He is quicksilver  
He is wine  
He is candle light  
He is thought  
He is gone.

Laura T. Basta.

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if the children are to become "productive" members of society. Leaving aside the fact that the ideas of the secondary school curriculum are based on the discredited and disproved Nineteenth Century concept of the transference of learning (memorising one thing makes you good at memorising something similar... but it really doesn't!), we find that every subject taught is intended for commercial or technological use. Arithmetic in primary schools includes commercial principles. History is a selective listing of wars and man's inhumanity, with individual accomplishments downgraded to mere mentions, for it is the individual who creates and the group who destroy. Geography is a form guide for exploiting the environment. The list can go on. These are taught because they stress and glorify the supremacy of the group and denigrate the individual.

Part of the intent of such teaching is to produce better workers more suited to present jobs. I van Berg, in "Education and Jobs: The Great Training Robbery" (Beacon Press, Boston, 1971, 200 pp) notes that the enormous increase in expenditure on education is backed by the argument that in an age of technology change, education is necessary to survival. He concludes that "There is little, if any, relationship between changes in educational level and changes in output per worker." Though better educated workers are often better paid and promoted faster this seems to have little or no relation to their performance, but rather to a predetermined notion that education entitles them to these advances. Few companies have actually checked the validity of their preference for educational qualifications. "They (companies surveyed) assured us that diplomas and degrees were good thing, that they were used as screening devices by which undescribable employment applicants could be identified, and that credentials sought were indications of personal commitment to 'good middle-class values', industriousness and seriousness of purpose, as well as salutary personal habits and styles'. The "credentialling" process of schooling does not improve the quality of the workforce but does succeed in isolating a significant population group - "those with modest educational achievements - from the rest of American Society." Berg concludes that educational credentials have become a new form of property, reinforcing class barriers. (The material in this paragraph is based on a review in "Reteval" July/Aug 1973)

16. The real need for education came with the decline of slavery and a rise in the need for willing labour in industrial processes. The costs of a slave system are lower in direct cost, however with complex equipment, the damage that sabotage can cause is enough to make a higher paid but docile worker more satisfactory.

"The growth of the modern educational system did not originate with the rising cognitive requirements of the economy. Rather, the birth and early developments of universal education was sparked by the critical need of a burgeoning capitalist order for a stable work force and citizenry reconciled, if not inured, to the wage labour system. Order, docility, discipline, sobriety and humility --- attributes required by the new social relations of production --- were admitted by all concerned as the social benefits of schooling"

Despite impressive evidence of a positive correlation between IQ and success at school and earning capacity in later life, there is as

much evidence for a similar correlation between social class background and earning capacity. The correlation between ability and earnings, despite occurring to a limited extent (in a sample of people of over 150 IQ earnings were 1½ the average for an unselected college group), is used to support and "legitimize an authoritarian, hierarchical, stratified and unequal economic system of production, and to reconcile the individual to his or her objective position within the system."

The above quotes are from "The I.Q. Ideology" by Samuel Bowles and Herbert Gintis in This Magazine is about Schools (Toronto), Vol.6 No.4 Winter 72-73), 47-62. They conclude: "Adequate cognitive skills, we conclude, are generated as a byproduct of the current structure of family life and schooling. This highly functional mechanism for the production and stratification of labour has acquired its present form in the pursuit of objectives quite remote from the production of intellectual skills."

If you accept that schools were intended primarily to promote social stability and a willing workforce, that intellectual development and personality development are an incidental (and unintended) result. If you accept that there is little correlation between productivity and educational levels. If you accept that education is not in fact serving the purpose for which it is supposedly intended, then you are justified in asking with me if it is not an irrelevant and unjustifiable imposition on the people subjected to it.

The concept of individual freedom is well established; there are strong groups fighting for women's liberation, but where are voices raised for children's liberation. Compulsory schooling is the moral equivalent of compulsory brainwashing, and the mental equivalent of slave labour.

17.

- Eric Lindsay.

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POEM TWO:

God,  
If there is a heaven,  
Let me pass to it now.  
Let me soar to the stars  
And live amongst them.  
You have held them  
Since time immemorial.  
Let me,  
For once,  
Taste its pleasures.  
Let the future take me  
And let me experience  
Their lustre and glow  
Let their fickleness teach me  
And their loves take me  
And I will be one with you, God.

...Susan Clarke

ON EDUCATION: U.S.A. STYLE

by Ed Cagle

Basically, the present US school system works, and affords a basic education to the majority. As a method of individual preparation for life or higher education, however, it smells like birds so dead the feathers fall out in a 2 knot wind. This generalized approach is necessary with the existing facilities and personnel, and given the present attitudes in administration. No quibble. A change is needed, but the first thing that needs change is the attitude of the administration, before facilities and personnel problems are approached. I'll confine my remarks to what I think could alter favorably what now exists in the US school system.

18 Americans in groups of two or more still cling to a set of values that are hopelessly out of date. The general attitude of 'get there firstest with the mostest' was necessary for survival during the era in which it evolved, and although it was a relatively admirable trait at that time, it remains to haunt us in an era when changing needs dictate different values. We liked the position of world leader. Who wouldn't? The problem is in clinging to it. Dominance, as it pollutes American society, creates a prime motive of wanting to be "BEST", and guided by the "Negotiate From A Position Of Strength" mentality that is screwing up everything from the federal levels of government on down, the result of this attitude is a vague sense of unease that triggers and inspires intelligent human beings to be wary and silent. The basic urge to be Top Dog remains, yet the seed of doubt is sown; the result is a transitional period when only fanatics can be heard. Aware of how only radical action and rhetoric has been able to alter society in recent years, the more capable and concerned voices are silent. A time of waiting.

This public opinion impeded change in the school system, especially on a local level. This is one reason why we haven't changed to meet the demands. We are aware of the needs, yet we hesitate for fear of being lumped with a group few "average" Americans can tolerate. Speaking out brings to mind destroying property, violence, obscene insults, riots, homosexuality, rampant welfarism, and any number of things the average American finds disgusting in a personal way.

But what needs changing... Basically, given a system which would give all young persons a competent grasp of fundamentals and a middling awareness of history and the processes of society and the arts, we need only a very few specialized techniques, which will concentrate on a selected number of specialities adaptable to each student's needs. Few careers demand a broadly based education - however I find it desirable - and the continuing use of curriculums that are comprehensive for individuals

whose speciality does not require or demand it, is wasting the public's time, and, more importantly, the time of the student. The US system continues to produce specialists, invariably, yet refuses to admit the majority have wasted years in the pursuit of something they do not need, do not want, will never retain and cannot use. It's as if we were bent on making the entire system the sole source of academics, teachers and philosophers! We need a few competent souls in these categories god knows, but we are not doing well, so why drown with all the rest of the sheep? An incompetent academic is a sad thing; an incompetent specialist is dangerous, and a vicious cycle has begun.

In short, we are all screwed up and know not what we need or what we want, and our school system shows this situation most explicitly.

edit.  
Ed Cagle

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ON EDUCATION: AUSTRALIAN STYLE

by Max Taylor

ee

It's just a pity, I feel, that so much of the educational system is 19  
centred around making people only fit for a specific job in life... and  
not well balanced as people. Seeing I'm recommending books on various  
subjects I can only suggest that many of your readers might find Henry  
Miller's comments in BIG SUR AND THE ORANGES OF HIRONYMOUS BOSCH of  
interest if they're seeking some individual thinking about the subject.  
Miller, like many people who have thought about education, feels that  
kids today are too often absorbed into the educational system and brain  
washed. That they're not given enough stimulus to really open their  
minds to the world around them, that the system doesn't give them the  
right feeling about knowledge, ideas, and the general patterns of culture.  
The open university programmes which are gaining attention around the  
world, and in Australia, help dispel the old ideas of education, and  
bring in a new and clearer focus. Too often when kids leave school or  
Uni. they stop enquiring - and that's bad. Education, as a package we  
begin opening during school days, should continue all our lives. That's  
what many people would like to see, anyway... and that includes me.  
There's a lot to know and appreciate in this world today, and we can  
never stop learning, or we shouldn't. The new ideas that science and  
technology throw up today should be understood by all sections of society,  
only the practitioners of those subjects - and thus a new type of enquir-  
ing mind is needed to absorb and appreciate the new information.

It seems to me that we're turning out people who are frightfully  
conforming in their social attitudes today, and not seeking to come to  
terms with their environment. In one area at least this is disappearing -  
that's the field of film, tv and other visual forms of communication.

Some fresh emphasis is being placed on these topics today, inside the schools, and young people are making their own films and studying the visual media. They're getting an idea of how advertising works, how our lives are influenced, and how we are manipulated by it. This is good - that some insight into these subjects is now beginning to surface. There's a long way to go, but the start has been made. In Canada, and UK this sort of programme is having an effect on adult groups, who are taking a vigorous and practical grasp on the communication problem, making their own films about local urban problems, being helped by local tv stations, (and in Canada's case by the Canadian National Film Board) and because of this activity, bringing a new awareness of human problems into widening social groups.

Education should be open ended, people should be encouraged to seek information and answers to problems, and also to seek the problem itself. What, we should be asking, are the problems of today and tomorrow? We can only think like this if the system of schooling through which we come, has opened up our minds. Too often the mind has been dulled by poor teaching and over-burdened by trivia. The mass media itself doesn't help, so it's up to the individual. When I say the mass media doesn't help, I simply mean that it mainly concentrates in keeping people in a state of dullness, receptive only to the sponsors message. And that's just not good enough.

20 I hope that kids today won't become enmeshed in a system that pushes the bread and butter subjects down their necks at the risk of keeping their eyes averted from the real world of creative things. We don't want only people who can merely earn their living - we need people to contribute ideas and who possess an overall appreciation of their environment. People who can communicate, appreciate their own and others cultures. Education, we hope, properly visualised and planned, will bring about a universal view of this planet, and planets and systems beyond. I think this is the reason why science fiction interests so many people of all age groups today - because it opens the mind to the immense possibilities of the present and the future. Some understanding of the past is needed, too, I realise, so that we can avoid making errors of the generations preceding us - but more than anything there's that vital necessity to have an alert, well stocked, vigorous mind that reaches outwards and seeks, confronts and contributes.

Does the present education system work towards this end?

In my opinion it does not... but I'm gratified to find that many educationalists and people being processed through the system and understand this... and are working for change.

- Max Taylor

\*\*\*\*\*3000\*\*\*\*\*

//Max produces a book review column that is printed in many national publications, called "Bookrack".//

EDUCATION AND WHAT IT DONE FOR ME:

I - allegro ma non troppo

Education taught me that I had to go to school.  
Education taught me that I had to get out of bed at eight o'clock to get to school.  
Education taught me how to get dressed properly to go to school.  
Education taught me how to cross roads on the way to school without getting run over.  
Education taught me how to stand in a line before school began.  
Education taught me how to salute the flag and sing the national anthem.  
Education taught me how to march into the school room properly.  
Education taught me how to sit at my desk properly.  
Education taught me to put up my hand when I wanted to go to the toilet.  
Education taught me to say Sir or Miss.  
Education taught me lots of things.

II - Molto vivace

At school I was taught how to read.  
At school I was taught how to write.  
At school I was taught how to add up numbers.  
At school I was taught how to subtract numbers.  
At school I was taught how to draw pictures.  
At school I was taught how to sing songs.  
At school I was taught how to do folkdancing.  
At school I was taught how to divide numbers.  
At school I was taught lots of things.

21

III - Adagio molto e cantabile

In Grade One I was taught than  $1+1=2$   
In Grade Two I was taught that  $2 \times 2=4$   
In Grade Three I was taught that the Henty Brothers founded a settlement at Portland.  
In Grade Four I was taught that rain falls on the windward sides of mountains.  
In Grade Five I was taught that Wilfred Owen was a poet who was killed in the First World War.  
In Grade Six I was taught that... I forget what I was taught.  
In Form One I was taught that the French of I am is Je Suis.  
In Form Two I was taught than common salt is called NaCl.  
In Form Three I was taught that the Tolepuddle Marters were sent to Australia for holding an illegal meeting.  
In Form Four I was taught that waves have nodes.  
In Form Five I was taught lots of interesting things too.

IV - Presto

I didn't learn much though.

Leigh Edmonds.

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THE BACHELOR'S DOMAIN

by John J Alderson

.....

There is one thing I like to do above all else; that is to get into the various rooms of my house, humble as it is. It is becoming increasingly difficult. There are, I admit, certain traits in my character which some would consider to be undesirable (nonsense of course, if they were undesirable I should irradiate them). One of them is the talent for buying the most excellent books at the most reasonable of prices, usually about ten cents, without regard as to where I am going to find shelf space for them. Actually the last vestage of shelf space vanished about a thousand books ago, and since then they have been forming precarious piles in seldom-walked in corners... now never walked in. The kitchen has vanished and all that remains is an irregular shaped passage way of varying widths. The hallway houses some fifteen hundred books plus several piles of paper for future issues of my fanzines. Also the laundry is usually put there too, in a box... I am an inherently tidy man.

22 But what caused most concern recently was the bedroom. It merely houses a thousand or so books plus masses of papers, several score rolls of maps, and of course my clothes. Even at Havelock I cannot run around naked, not with the sun so hot and thistles so sharp. It became increasingly difficult to open the door, so I just had to do something. I began sorting the clothes.

Set to one day in desperation and began to sort through them. A small pile of shirts went to the workshop for rags to wipe my greasy hands upon... after a while one's trousers gets into the state where they no longer clean one's hands and rags are necessary. Obviously though, the shirts were pretty crook or they would have been repairable. One day I appeared at my mother's place, wearing, as a concession to society, a shirt over my usual underwear.

"Is that the best shirt you've got?" she shrieked.

Well, admittedly the back of it had a couple of holes that could have been made by a football being kicked through them, and half the collar had been chewed away by a dog or a piece of machinery or something. But the rest was all right... it even had buttons on, which is unusual for shirts.

There was a fair sized pile that needed washing. It's easy enough to tell if a thing needs washing. If the grease comes off on your hands it needs washing. If its covered with dust it probably will be all right with a good shake. Pants are easy too; a man'll be wearing the only pair that needs washing. Sometimes, of course, accidents happen like falling into the shoop dip, (at present the dams are nearly as bad), or spilling four gallons of sump oil over them. Premature washing ruins clothes, a thing that women don't appreciate. Socks are easy, too. If the feet are stiff, or if they smell as if your'e walked



through a very dead sheep, then they go onto the washing pile. Ah, the trial of socks. Lucky girls who have pantyhose and only have to locate one leg to drag in the rest. I have at least fifty unmarried socks, due I think, to a periodic visit by a one-legged burglar. I am particularly plagued by shirts. Once when I was very young dad had a white shirt that he hated. Mum gave it to me, and having no other I wore it constantly. Christmas came and she brought me another because I liked wearing white shirts. And this has gone on through the years... John likes white shirts, he's always wearing them (John hasn't anything b----- else). Once I dyed one sepia, and it never got dirty. Three monthes I wore it and then one day it fell to pieces as I took it off. Don't make shirts like like they usta!

A small pile of neatly (?) folded clothes were once clean and fit to wear. (Struth, be glad when my birthday comes, might get some new underwear)At least they take up less room than they did formerly.

That left a huge pile... things with holes in and that. Too good to throw out, too bad to wear even to a pop-festival. Folded them neatly into another pile. Must put them into a trunk or something sometime until they can all be mended. The socks I examined by my patent spudometer. Those with only small holes where they could not be seen I tossed into the box where I keep the usable socks. Those with spuds too big for further wearing, I tossed into a box to await mending. When I get married and get mended I should never have to buy any more socks again. Going to do the same with the rest of my cloth-es.

That done, I sorted out the shoes and boots. One or two were too far gone for anything, so I took them over to the workshop in case I wanted leather for pump buckets. The good boots I was wearing. My good shoes I put neatly under the bed. The rest still had a little life in them, under the right circumstances, so I tossed them under the bed too. It's nice to have a change.

Then I got the broom and swept around the shoes and things and got everything spotless, or almost. Trouble was that night, the mice finding the room swept and garnished, held a sports meeting there, coursing up and down all night. Next day, someone threw the second best suit on the floor and an overcoat slid down to meet it and that ended the sporting fixtures. Now I can hardly get in the room again. So soon, I distinctly remember cleaning up after I came home from Syncon too.

Needless to say, this happens in the kitchen too, though not to the same extent because I put the burnt pots outside. They always wash easier after three monthes. Kitchen cleanups come when I run out of pots. Thank goodness, teapots and frying pans never need washing.

John J Alderson.

T R E E S , R E L I G I O N & P O L L U T I O N

( Or Reflections on the Following Poem)

by E d g a r L e p p .

If trees gushed blood  
When they were felled  
By meddling man,  
And crimson welled

From every gash  
His axe can give,  
Would he forebear  
And let them live?

Mervyn Peake.

In a certain sense, trees did once "gush blood" for the unlawful felling of one was a great crime, a capital offence, as an Irish Triad says:

Three unbreathing things paid for only with breathing things:  
An apple tree, a hazel bush, a sacred grove.

(Triads are found in Ireland and Wales and consist of sayings, facts, etc., which were grouped together three items, as in the above-quoted one).

Why especially an apple tree, a hazel bush and a sacred grove?

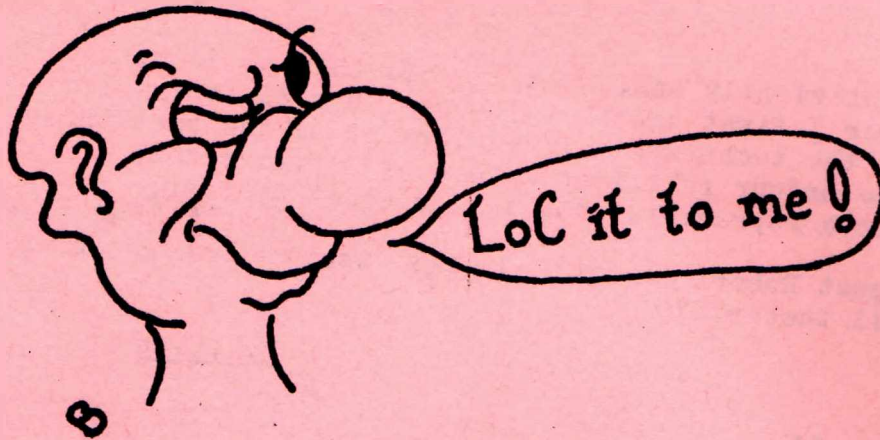
24.

In brief, apples conferred immortality, hazel nuts were the source of all wisdom and sacred grove were the places of worship and ritual of a matriarchal religion which existed well before the advent of any patriarchal religion such as the familiar Olympian one of Classical Greece or such as Christianity. This matriarchal religion was quite widespread and knew only the Great Goddess who was immortal and all-powerful and to whom the moon was sacred, being in fact her emblem or symbol, so to speak. Gods and fatherhood were not recognised, fertilisation of women being caused by the North Wind, by rivers, by the eating of beans or by other various means.

This was an agriculturally based one. It's calendar was an agricultural one, it's holy days were times of agricultural importance and its rituals were designed to serve agriculture.

Obviously, however, this religion did not survive and today no major world religion recognises such a Great Goddess. However, indirect references to this pagan (a good word here since it is related by deviation to 'peasant') religion still exist in the form of customs or superstitions. Nevertheless, a male pantheon replaced the old goddess and the adherents of this patriarchal religion had discovered fatherhood, gave greater status to men and were pastoralists, being keepers of sheep or of cattle, considering that bulls and rams are more energetic and lightning-prone than are wheat stalks, they held that "might is right"; whereas the agriculturalists had, to use a fashionable phrase, "communed closely with nature" and led a more peaceful life.





\*\* Unfortunately, due to lack of space and to the fact that this will be using up precious paper we had for ARK, the letters have, in the main, been severely cut down. It's not because I wanted to. I enjoy getting all those letters. So, I hope no-one's too offended, and you will all write to ARK with your comments on this double mammoth issue: Sue.\*\*

John J. Alderson: P.O. Box 72, Maryborough, Vic 3465.

26. Women's Lib will never get very far while they have their pants down. But then they haven't got very far to go, it's not that far back to the jungle. But they will be disappointed there, only the very lowest forms of animal life have that freedom of sex they crave. All the higher animals mate for life and as much as they can, take the greatest care of themselves and their offspring. The emotional bond between most animals is so strong that if one partner is lost, the other suffers a period of dementia. This dementia occurs incidentally in most men when they lose their wives. They do the most irrational things such as selling or giving away their most needed possessions... incredibly, even their houses.

Of course, when someone like Sabina Heggie says "But a man could never stand the pain of childbirth and the never-ending, back-breaking task of raising children full-time," I begin to wonder how ignorant people can get. I gather she is aware that many men are so much in rapport with their wives that they feel every labour pain to its fullest. Indeed, rather amusingly, I think, a certain tribe in S.E. Asia were very logical about this and bedded the father-to-be, with anxious relative all around him whilst the mother-to-be was sent out into the scrub to child! Doubtless there is a medical term for the matter, and I suggest that she discuss it with her own G.P.. Besides, if she thinks childbirth is such a hell of a lot of pain, then it's time she studied a few things like "natural childbirth", the use of hypnosis, etc, etc. It's also time she stopped living in the last century and listening to the old wives tales of the one before. For her information, a normal birth with a healthy mother takes less time than the actual begetting. What does not seem to be realised by many women is that childbirth requires the use of muscular power and power/<sup>and</sup>women who don't exercise will find it hard labour. Serve them right. Do they want everything

handed to them on a plate? Finally, she does not seem to have heard of thousands of widowers and deserted fathers who are left with, and who bring up their children, usually having to work for a living at the same time... due to their ignorance of the social service available to them, or to their pride in not accepting them. Most men have been left with a family seem to make a good job of bringing them up.

Adrienne Losin's "The male Objection to Abortion" is a lovely view of female ego ranting at the "supposed" male ego. It is a mass of bad facts and false suppositions. If you want a male's view of abortion, you must ask a male, and you will get one man's view of abortion. Such piffle is bad enough coming from politicians without it being printed in fanzines.

Finally, I refuse to believe that picture on page six. I have yet to meet any girl with that much development and still have the nipples pointing skywards. But I have no closed mind and will carefully examine any evidence with which I am confronted.

A. Bertram Chandler: Cell 7, Tara St., Woollahra, NSW 2025.

At the moment of writing, I am reading Irving Wallace's not very profound but definitely entertaining THE NYMPHO AND OTHER MANIACS. I note that he maintains that there really was a Pope Joan (which I, for one, have never doubted. The Britannica says that the story of Pope Joan is mere fiction - but one must remember that every article on Roman Catholicism in the Encyclopaedia has been written by a Roman Catholic, and is therefore suspect...) and give her a whole chapter to herself. No doubt Pope Joan insisted on equal pay for equal work.

27.

My main reason for writing, however, is to whinge about a misprint (misspelt? msprint? skip it!) in my LoC. Surely I said: "it is quite possible for a non-bridge-playing, ship-loving, science-fiction-addict to live in harmony with a bridge-playing, ship-hating science-fiction-non-addict..." You made me a "non-bridge-playing, ship-hating, science-fiction-addict"...

\*\* Sorry about that, Captain. Did I ever tell you that your picture hangs in a place of honour in our gallery of fans and famous people? You look devilishly handsome in your uniform. Any chance of getting an autographed photo? : Sue (you can still tell I'm in awe of authors and sailors...) \*\*

Insofar as the other letters are concerned, I find myself in complete agreement with those who are not in agreement with Sabina. And, after all, fans are less immature and all the rest of it than the followers of horse-racing, or any of the many varieties of football, et. Science fiction fans don't inflict themselves on perfect strangers in pubs, trains or whatever to earbash them about Heinlein's latest or some new cover artist or the like, whereas the sporting types know that everybody must be avidly interested in their childish amusements...

Almost everybody has to identify with some thing bigger than himself - and surely fandom is superior to, say, an Australian Rules football club!

If I had a professional interest in Australian Rules, no doubt I'd think differently...

Helen Hyde: P.O. Box 544, Civic Square, ACT 2608.

After reading GOF 2, I have come to the conclusion that men are finally discovering THE TERRIBLE TRUTH about us women. We don't really want to be liberated. It took us years, and now we are sitting pretty what do some of these so-called modern liberators do? They are really trying to upset the applecart for us.

The fact that you did not receive good response for requests discloses an unwillingness on the part of males and females alike. Either they don't know what Women's Lib is all about, or they are trying to cling to the remain of their stronghold and say nothing. The fact that all your contributors are against W.L. in its present form, reveals that, despite popular belief, women are quite capable of thinking for themselves.

For the information of poor mis-informed males, I will let you all into our secret, We women have been leading you up the proverbial garden path. Leaving aside notable exceptions, the average woman has, throughout history, been better educated than most men believed. Beside learning those house-wifely chores, women have been learning, insidiously, and from example only, how to really handle men. There is no formal recognition of this fact. It is mainly on a subconscious level that we operate. In fact, many women would go so far as to actually deny this.

28. How did this all start? Why, way back in time, when Ugh the cave-man first met WhooWhoo the cave girl. Not knowing that WhooWhoo was a female (let's face it, how could he know that under those skins lurked the most deadly species on earth), he did the only thing a normal man could do in the circumstances. He took a swing at her. In the meantime, WhooWhoo had sized up the situation. She was out-classed, outmatched and had no hope of escaping. Whack! the club connected and WhooWhoo fell to the ground, winded.

Bending over to examine his adversary, and relieve him of weapons or other useful items, Ugh discovered the truth and promptly decided that this female could be dragged back to his cave to care for him.

It did not take long for her to become indispensable. She cured his skins, made his clothes, cooked his meat, and gathered his vegetables as well as performing other tasks to keep him happy. Ugh, overjoyed at being the dominator, became the bread-winner, and WhooWhoo was confined to the cave. This suited her, she was protected and could now work on her plan for true domination.

She fed and pampered his ego, building it up. He was her protector, she was helpless. He would supply the meat, she would clean his cave. It did not take long for her to discover that she could influence him, without his being aware of it. The meal not properly cooked, nagging over a meal, the skins not quite comfortable, these were her weapons. Using them, she could make Ugh feel at odds with the world. He just wasn't quite mad at it, but he wasn't happy. Change of tactics, he was happy. She could make these minor changes to influence his thinking. If things weren't going as she wanted them, up came the not-properly cooked food. When he planned things to her way of liking, things went smoothly.

So began the female domination of men. Every generation of women pass on the secret messages to their daughters. Everything was learned by example. And this is how life would be today if those stu'pes like Germaine Greer hadn't put her big fat foot into her mouth when she opened it. Now the truth is out. Up, men, and agitate for men's liberation. You need it.

Kevin Dillon: PO Box K471, Haymarket, NSW 2001.

You're right enuf about role-playing... we all do, Sue. Wish I could say what I feel is needed on education lacking today. Things like Bill Wright's version of influence of debating power apply but even more so, to me, Worker's Education Association and University Tutorial lectures they run seem to be of real and immediate use to the general public. Much overlooked. I'd say most of the public in the last ten years have given up on the level of intelligent thinking about and degree of information on all things relavent to their community consciousness, needed in this screwed up society about them. Looking at alternative culture efforts (so called), I remain unconvinced that numbers alone are their real strength and that seems to be the main assumption implied in opinions about newer generations. Recently, Nimbin Festival was offered to anti-establishment culture (not done by their own efforts, but by a rare few and sponsored by uni effort and money and by commercial interests such as tobacco people. There irony for you....)

Dave Rowe: 8 Park Drive, Wickford, Essex SS12 9DH, UK.

29.

FIAWOL: Where else would you be accepted totally, as you are? Where else would you be invited to stay with someone you've never met before and treated like an old friend? Where else would an old flame ring you up for a shoulder-to-cry-on when a current affair goes sour? Fandom breaks a lot of social barriers, where as Christians and humanitarians just seem to talk about brother hood, Fen seem to just get on with it, and never talk about that side of things. FANDONIA FOREVER!

Alex de Battencourt: West Berlin.

Just a line to let you know that I have received and read Gough. I enjoyed most of the zine except its basic theme. I am a happy batchelor/fan. I have enough trouble from one institution (USAF) without getting into another institution (marriage).

Archie Mercer: 21 Trenethick Parc, Helston, Cornwall, TR13 8LH, UK.

The main trouble with Gough 2 is that it goes on and on and on. Your sweet self, Frankee Seymour, Sabina Heggie, one on top of the next (disgusting!) - each of you has refreshing views on marriage and the role of each sex therein, each alone would probably spark me to comment; but having read the zine at a sitting (or, rather a lounging), in retrospect, you and your opinions all blend into one conglomerate that it would take a better man than me to disentangle. John Alderson follows by being pretty damn near as good as Bangsund was last time. So in fact, your men-friends(\*\* Sue: I'm flattered, but do you think my husband would understand?\*\*)

tend to blend in with the trend in the end. I don't know how much value should be placed on "True Confessions" as evidence, mind - I have never read much in that line (in fact, I think I sampled one issue way back when it was the only bit of literature within reach and failed to finish that) but I've long been under the impression that most contributors to that publication and its sisters and female cousins are in fact by pseudonymous men, pro and semi-pro authors frankly for money, possibly to tide themselves between real stories, and about as "true" as Noddy in Toyland.

Incidentally "gof" is Cornish for "smith". Really. So you'd better get Ronl to do the name-change thing instead yourself, to keep it in the family.

(\*\* Actually, Archie's letter had the dubious privilege of being delivered on my wedding day, but late enough on the day for me to merely snatch it from the bearer and put it in my going-away purse, and then forget all about it until the day after, at about 8.00 am when we were off on our honeymoon. Needless to say, it was then too late to follow Archie's advice.\*\*)

From Christine McGowan, we got a mysterious suggestion to make a headline of "GOF Gets Results" -- the mind boggles at what she means.

And belatedly,

Buck Coulson: Route 3, Hartford City, IN 47348, USA.

30. Having been married to a fan - worse, to a fan publisher - for almost 20 years, I consider myself somewhat of an expert on the major topic of that issue. Of course, Juanita is probably more of an expert, but she doesn't write letters (she's too busy being married to a fan, which is something to watch out for).

The idea of femmefanzines keeps cropping up at regular intervals; none of them seem to last long. There was FEMZINE in the US (which Juanita edited for a spell) and FEMIZINE in Britain, and probably others I don't recall. Might be interesting to speculate on why femzines - as opposed to general type fanzines edited by females - don't last long. After all, Juanita started YANDRO, which is past its 220th issue, and I believe in the last SCOTTISHE Ethel Lindsay mentioned that it is the oldest fanzine in Britain. So it isn't female editing that cuts down the femzines... and if it isn't that, what is it? (Don't ask me; I don't know)

McGowan presumably has her point for her - and expresses it well - but it doesn't hold in this particular household. (For one thing, I may spend the spare cash on stf books, but it is Juanita who spends it on clanking machinery. We currently have 3 mimeographs in the house, all of which are Juanita's sole concern. I don't mess with them). As for what effect fandom has on the unformed childish mind, take a look at Bruce. (Come to think of it, Christine does have a point there!) Actually, while he is prematurely cynical, in general, fandom is simply Bruce's way of life. For recreation, he prefers chess.

Just incidently, tell Ron that Christine McGowan's article on unionising brothels in M31 No 2 was one of my favourite fanzine items of the month. I sat around dreaming about union scale, time-and-a-half for



hazardous duty pay for preforming with fetishists, what to do about tips, production lines to handle virile studs, and other similar ideas. I think she has something.

We now come to the WAHFs.....

We Also Heard From:

Edgar Lepp, Leigh and Helen Hyde, Van Ikin, Doug Leingang, Mithrandir, Shayne McCormack, Linda Bushyager, Sheryl Birkhead, Noel Kerr, Harry Lingren ( who edits Spelling Action, from 40 McKinlay Street, Narrabundah ACT 2604) Pat & Mike Meara (who offered lost of helpful suggestions. I don't think I forgot them in this issue, did I?), Roger Waddington (who's retired for a while to write the Great SF Novel. Good luck), Susan Glicksohn, Ed Cagle.

Ronl didn't have room for his so:

Max Taylor, Kevin Dillon, Adrienne Losin, Ian Butterworth, Joanne Burger, Roger Waddington, Ed Cagle, Eric Lindsay.

\*\* \*\*

WANTED: GROOMS, BRIDES AND OTHER LOVES.

(continued)

Applications are hereby called for candidates for John Alderson's new harem. They should be between 15 and 22 years of age. "To hell with the Declaration of Human Rights and the Equality of the Sexes, you all gotta be girls". Appointments may be booked for trial nights Box 72 P.O. Maryborough, Vic 3465.

\* \* \*

An editor who appreciates Jack the Whod's stories enough to pay what Jack thinks they are worth on acceptance. Send \$100 and SAE to Jack Wodhams. P.O. Box 48 Caboolture, Qld 4510.

\* \* \*

"I require a male friend with the same character as myself, kind, considerate, modest, good-looking, easy to get on with, highly talented and wealthy, age of about 27. View matrimony. Please forward five references a list of the books in your library and list of your records, photo of yourself and your car, and a bank statement. Miss Shayne McCormack, 49 Orchard Rd, Bass Hill, NSW 2197.

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