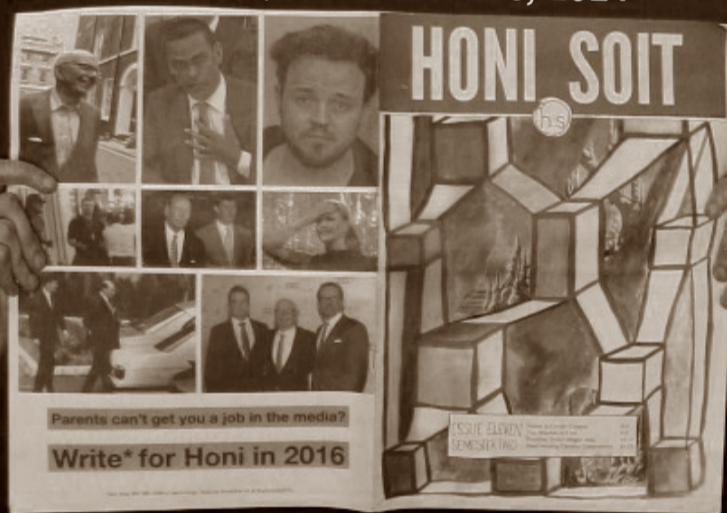


# HONI SOIT

*week two, semester one, 2024*



*first printed 1929*



# Acknowledgement of Country

*Honi Soit* is produced, published and distributed on the stolen land of the Gadigal people of the Eora Nation. Sovereignty was never ceded. For over 235 years, First Nations peoples in so-called 'Australia' have continued to suffer under the destructive effects of invasion, genocide, and colonisation. As editors of this paper, we acknowledge that we are each living, writing, and working on stolen Gadigal, Wangal and Bidjigal land, and are beneficiaries of ongoing colonial dispossession.

We acknowledge that the University of Sydney is an inherently colonial institution which is not only physically built on stolen land, but also ideologically upholds a devaluing of Indigenous systems of knowledge and systematically excludes First Nations peoples. We recognise our complicity in such systems. We strive to remain conscious of, and actively resist and unlearn, colonial ideologies and biases, both our own and those perpetuated by the University and other institutions like it.

As a student newspaper, we pledge to stand in solidarity with both First Nations movements and all Indigenous struggles toward decolonisation worldwide, endeavouring to platform Indigenous voices. *Honi* is committed to countering the exclusion, censoring, and silencing of Aboriginal and Torres Strait Islander perspectives in mainstream media.

Always was, and always will be Aboriginal land.

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## Editorial

Angus McGregor

Living in a Western liberal democracy, we often take public institutions for granted. In reality, public education, healthcare, a robust media landscape and everything in between exist in a constant fight for survival. They depend on political but also social maintenance.

Often that lack of maintenance manifests itself in physical ways. The discovery of Legionella bacteria at Fisher Library and asbestos sites popping up all over the city area are tangible reminders that the role of government has to be an active one. Regulation, oversight and administration are imperfect and deafening but remain essential.

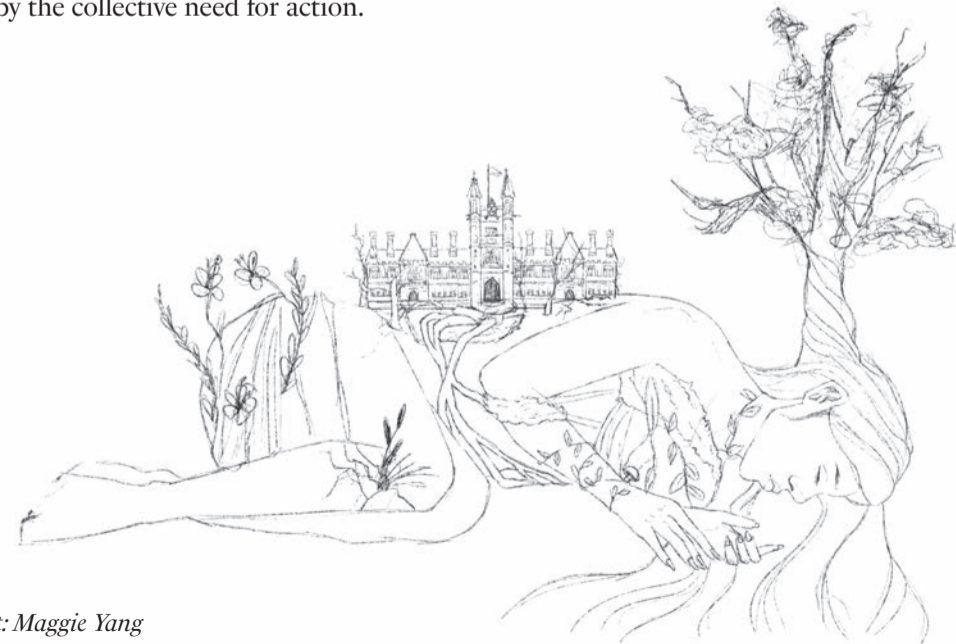
In this edition, you will find critics of those institutions. How we treat teachers, international students and those with chronic health conditions is an indictment that we as a nation have become politically stagnant. Medicare was repealed just six years after it was introduced for the first time in 1975 and winning the right of free education for all took decades of protesting and radical union action. We will lose what we have if we turn our eyes away.

Examining the roots of our own campus activism in Sydney and promoting current pushes to free Palestine and combat the cost-of-living crisis remain the most important tasks *Honi* has.

You will also find discussions on how cultural institutions shape those movements. The nationalism contained in museums and the messaging built into the popular novels we read often define how the average citizen engages with politics.

The announcement of the final report of the University Accord is an opportunity for a government that has played it safe since its election in 2022 to show voters they are willing to provide the socio-political maintenance we need.

To be a leftist is inherently the belief that people should have autonomy and ownership of politics. May this issue inspire you to take on that ownership emboldened by the collective need for action.



Art: Maggie Yang

## SURG x HONI GIG GUIDE

Wednesday, 28/2

**The Veils w/ Sarah Belkner + YEEVS @ The Lansdowne**  
**Cheap Trick + The Angels @ Enmore Theatre**

Thursday, 29/2

**The Chemical Brothers w/ The Presets, Anna Lunoe + James Holroyd @ Sydney Showground**  
**HighSchool w/ Radio Free Alice + Lucy Lamb @ The Lansdowne**  
**High School Sweethearts w/ Allerdyce, Lindsey + Denison @ The Vanguard**

Friday, 1/3

**Avalanche w/ The Polymics, Packing Dhaka + The Hush @ The House of Music & Booze**  
**Blind Pretty + Hey Lenny @ The Trocadero Room**  
**Stitcher w/ Lemonise @ The Botany View Hotel**  
**Bloody Legend Residency w/ Big Red Fire Truck @ Ramblin Rascal Tavern**

Saturday, 2/3

**DZ Deathrays w/ These New South Whales, The Buoy, Arse + more @ Crowbar**  
**Dirty Disco + Rooftop Parade Viewing Party @ The Burdekin**  
**Mardi Gras Night - Parade Afterparty @ Universal**  
**Pride In The Yard @ The Alex**  
**Candyland XXL @ Ivy**

Sunday, 3/3

**Newtown Record Fair presented by 2SER @ The Bank**

Guide: Rosina Carbone

## Letters

Hello editors.

*I'm assuming you're being paid to promote "the good party," because it is a shit political party and isn't honi's vibe.*

*So how much are you getting paid to be shills for a random political party? Or is this piss take?*

— Your Favourite General Secretary, Jacklyn Scanlan (Econ III)

Hi Jacklyn,

Yes. The docile little *Honi* editors are told how much space to sacrifice for advertisements each week...

The eds are looking into the history of advertisements in *Honi*, and are hoping to do a deep dive into why it continues to happen to us.

\*sobbing\* And now a word from our sponsors!

— *Honi* Editors

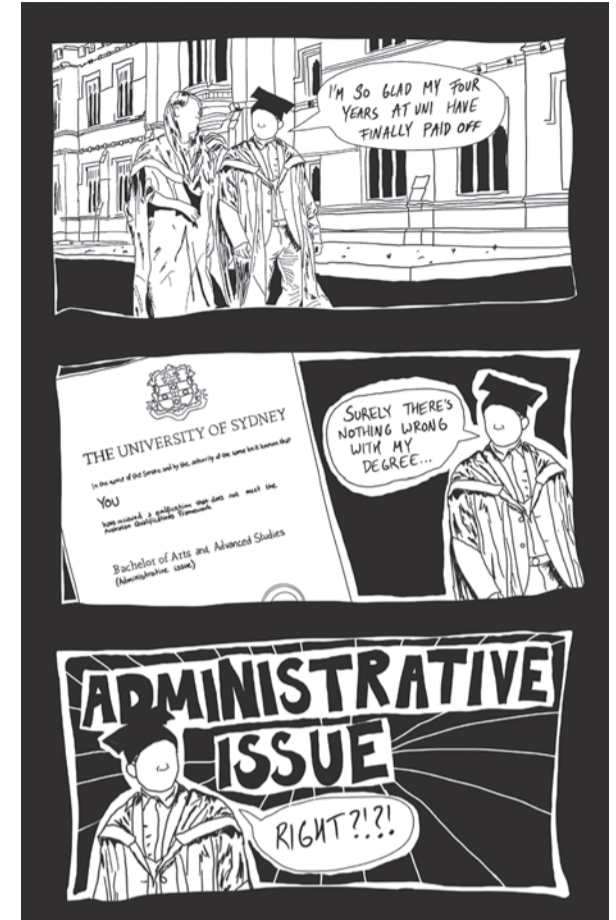
If you have a thought, query or complaint, promptly direct them to our inbox: [editors@honisoit.com](mailto:editors@honisoit.com)

## Word of the week

**Imp**

*noun:* a small, mischievous devil or sprite.

## Look here!



Comic: Bipasha Chakraborty

## L-Word

Hello editors,

*Why don't you have a love advice column I need advice? Are you not paid to run a newspaper?*

Hello unlucky-in-love, True! We need more content.

For those wanting sage wisdom from the lucky-in-love, email us at [editors@honisoit.com](mailto:editors@honisoit.com)

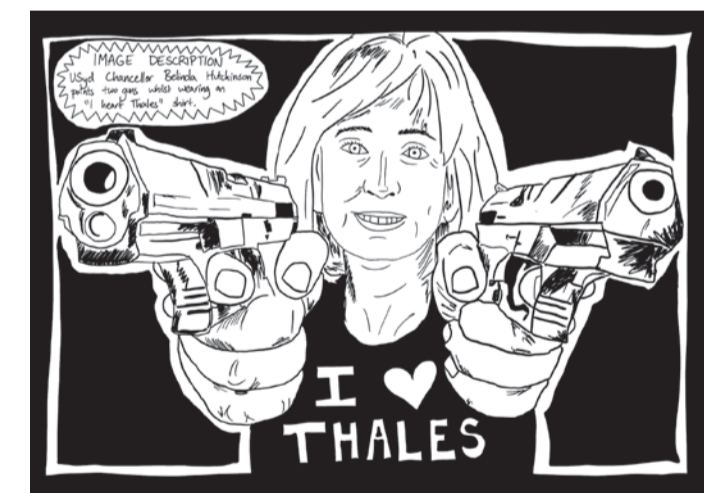
## Cartoon Caption Contest



Cartoon: Huw Bradshaw

**Submit your best caption for the above to [editors@honisoit.com](mailto:editors@honisoit.com) for a chance to WIN and be published in the next edition!**  
**Winners receive a personalised limerick from Angus McGregor.**

This Week



Cartoon: Bipasha Chakraborty

Winning caption:  
 "Put the Advanced Studies degree in the bag, slowly"  
 — James Wily, (Arts V)

Winner's reward, as promised:

*We thank you for your answer, James When Advanced Studies went up in flames. Your caption's resonance Revealed the Chancellor's negligence! Angus didn't write this. By Amelia Raines*

Last Week



# Endless limbo: Complications of finding jobs for international graduates

Kate Zhang investigates.

International graduates are struggling to find a full-time job related to their ideal future career path in Australia.

An international graduate, who would like to remain anonymous, paid an agency \$3,000 for an interview for an unpaid internship. She got the internship ten months after graduation. Months later, as her internship ended, she started to look for a job again.

**"Finding a job is easy; but finding an ideal job is difficult," she said.** "If you want to get a job and stay in Australia, you should try harder and perform better than the locals."

She had worked for about two years in a part-time retail job, as well as five years in several other casual jobs in hospitality. Despite many years of customer service and working experiences in Australia, the journey to seek a full-time job relevant to her degree is still not easy for her.

A Grattan Institute report published in October 2023 titled "Graduates in limbo: International student visa pathways after graduation" found that international graduates find it hard to find a skilled, full-time job that matches their ideal career. They also tend to earn less than the average domestic graduate.

Before their graduation, it is also hard for international students to get ideal internships and casual placements. University of Sydney student Vaishakh Subin is in his final semester of Masters

of Digital Communication and Culture. Hoping to find a casual job to support himself and an internship relevant to his degree, he has sent job applications as much as he can through online platforms in Australia such as Seek and LinkedIn.

Subin said he was also "in limbo" as an international student. He said it was frustrating that companies only reply after months or don't reply at all, leaving him hesitant to plan his next step. He said the companies should be more "proactive" in responding.

As the companies don't respond to Subin, he can only imagine the reason why he was not given a chance. He said the companies may prefer candidates who are more experienced, more qualified, and more culturally aligned with the group.

Another international graduate believes the problem is that many students often have higher expectations about their future jobs. "You can't expect the companies to hire you just because you're a graduate from a top university. University graduates are everywhere," she said.

Some international students worry that the company may consider it to be extra risky and costly to hire them. Students worry that they may be rejected just because they have no permanent residency — companies may assume that they would go back to their home country because of visa

issues or change of future plans. It is also hard for international students to gain more work experience and become more competitive in the job market before graduation, as the student visa has a restricted working hour cap of 48 hours per fortnight.

The Grattan report suggests poorer English, weaker local networks, and discrimination as other reasons.

Many international students and graduates consider online applications as their main approach to seek a job, rather than networking. Subin said he once found a volunteering job through his friend, but he doesn't consider networking as playing "a major role" in his future job seeking.

Sydney University Postgraduate Representative Association (SUPRA) President Weihong Liang said universities should stand together with international students and graduates for their fair working rights in Australia, as well as providing more units that offer internship opportunities rather than a list of information for students to get hands-on experiences and prepare them for their future careers.

The Group of Eight (Go8), a union of eight universities in Australia, highlights the data from a report by the Treasury that only around 16 percent of international students got permanent residency between 2000-01 and 2013-14.

In their submission to Australia's

2024-2025 Permanent Migration Program, Go8 states that international graduates are **"a significant untapped resource".**

"These graduates are already onshore in Australia; have invested significant time and experience within their community and have skills and capabilities that have been verified to Australian standards," they wrote.

The Submission also stated that when the graduates become more experienced, they help "ensure a workforce pipeline of talent" and address "workforce shortages in critical industries".

Australia has reduced the eligible age for temporary graduate visas from 50 to 35 years old and raised the Temporary Skilled Migration Income Threshold to \$70,000 a year. Facing more restrictions while chances for growth remain limited, where would the future be for international graduates?

Liang mentioned that universities should also help international students who would like to pursue their future career in their home country. Universities should maintain a good global reputation, monitor graduates' competitiveness in various industries, build connections with local alumni and local companies, as well as hold more industrial events.



# Surviving USyd's admin hellscape

Veronica Lenard wants to help you through the shitshow.

I still remember the moment when I read the email. The panic that rushed through me as I thought that my plan was not going to work out. I was almost through my first year, having worked towards transferring into the degree I'd been wanting to study, only to feel like my hopes had been crushed. I had received advice that what I wanted to do wasn't possible, despite being told otherwise at the Open Day a year earlier. It was. But I didn't know that yet.

The problem is almost never the fault of (or often entirely fixable by) the person you are talking to, so always be kind to the people helping you. The root of your problem is a corporatised university that continues to fragment their administrative processes, whilst understaffing the areas that manage these processes. But whilst we work on changing the broader system, here's my survival guide for the one we are living in at the moment.

Familiarise yourself with the rules of your degree as early as you can. Understanding the handbook for your degree will help you figure out what you can do, even when the system says

that you can't. All it takes is a line of the sub point that lets you do more than you were told that was possible. **You will (more often than not) know more about your degree than the person who is helping you.**

Expect a two week turn around per request, minimum. If you can apply earlier than that, do it as early as you can. I once had to wait eight weeks to be properly enrolled in my subjects because it took three different requests, each taking their own fortnight, with an additional two weeks for remaking a request after it wasn't completed.

Transferring degrees you both into the degree that you want, but also into a new pile of administration to deal with. Credit applications and personalised progression plans can make things more confusing, but if you keep track of your own information early (or seek academic advice), you'll know how many subjects you need to complete for each part of your degree and where you are up to throughout.

If you are changing your major or transferring into a degree that does not accommodate for students to start in any semester except semester

one of first year, it can be quite useful to be able to complete a second year unit at the same time as its first year prerequisite, since most subjects run once a year.

I found that the magic words in these applications were "degree progression." A polite explanation that you are trying to ensure that you meet your degree progression and that you are confident in your ability to complete the unit can get you further than you think. It's important to make sure that you can catch up on the assumed knowledge, but if you are willing to work hard and ask for help when needed, it's a doable path to get you a little further in your degree faster.

Sometimes you will do everything right and your request will be rejected. Despite having already received approval (and completed) three of four additional units I was trying to do, my application for the final one was refused. It took some more emailing, with context and persistence, but I eventually made it into the class.

If something feels wrong, it probably is, so just send the email. It's

easy to feel like it'll just work itself out in time but sometimes it is actually wrong in the system and you are the person most likely to notice.

Keep track of useful links when you stumble upon them. You can use the universal timetable to see all the times and locations of any class that you are looking for. If you study Law, the timetable on the Law Student portal includes this information along with the teacher.

Design the degree that you want. Talk to people when you can. Push the boundaries to the edges of your handbook (and even further if you can). May you have less administrative dramas than I had.



# We must doubt everything: The complexities of the 'Sydney Push'

Lachlan Griffiths looks back.

"Manning Clark wrote that the 1950s in Australia were "years of Unleavened Bread." Robert Menzies was in the Lodge, and the Queen was in the Palace. Australia was quiet and well-manicured. The "Sydney Push" emerged from this climate of conformity, pushing against the tide of normality. In the history and theory of the Push, one finds a distinct moment of anti-establishment experience juxtaposed against conventionality. The Push helped initiate a longer Australian tradition of activism and intellectual political debate.

The Push was disparate, but can be basically surmised as a loose confederation of students, writers, musicians, and hangers-on who concerned themselves with a life of what A.J. Baker termed "permanent protest." It was a breakthrough from the "freethought" of philosopher John Anderson. These activists were inspired by Descartes' claim that "we must doubt everything," and a devotion to Wilhelm Reich and the French Situationists. Socrates had famously spoken against the unexamined life. Here was a group of people very keen to examine life. They were anarchic and resented institutions. As member George Molnar put it, the Push, at its heart, advocated an "anarchic protest against those in power."

It is in this spirit that the basic tenets of the Push emerged: a desire to protest everything, everywhere. The historical implications of this Bohemian bonhomie is obvious.

The Push, in their commitment to questioning authority, and especially their opposition to South African apartheid, marked themselves out as an early example of explicitly anti-racist and anti-colonial debate in Australia.

In another way, they helped lay a foundation for much of the activism in the 1960s and 1970s. In a later incarnation, Push associates were involved in the green-ban campaign that preserved much of Sydney's historic architecture. Similarly, their philosophical objection to established authority informed the anti-Vietnam War movement of the '60s. It also spurred the development of the satirical magazine *Oz*, which would become a countercultural touchstone of the '60s and '70s, and the subject of an infamous libel trial, illustrating how the Push was something of an intellectual influence on the social change of the 1970s.

However, as Andrew Moore's obituary of Push leader Darcy Waters suggests, the Push believed that "fundamental change was impossible." This presented an issue: the group's concern with permanent protest seemed at odds with their resignation to the impossibility of change. So, they accepted fate with gin-sodden pessimism. The Push's praxis was drinking, promiscuous sex, and intellectual debate. Such evenings spent in a haze of smoke at the Royal George Hotel, were dubbed by AJ Baker as "critical drinking." Members would argue into the early hours of the

morning about philosophy and politics.

The most glaringly obvious issue with the Push was the clear gulf between their claimed ideals and the reality of their circumstances. As much as the Push claimed to be in favour of anarchism, free love, Cartesian skepticism and political activism, they were far more content to drink and argue than actually do anything. Despite the "anarchic protest" that Molnar and others claimed underlay the Push was really, as Frank Moorehouse wrote "a club for talking, drinking, and fornicating." Therefore, the Push was not a political group as much as it was a social circle who liked philosophy.

The longstanding juxtaposition between Push theory and Push practice, along with the disparity of the group, made dissolution inevitable. Elizabeth Farelly highlighted how the Push was a predominantly male group. Despite their protestations of "permanent protest," and "free love," the Push was still wedded to the patriarchal and sexist gender conventions of the 1950s. Farelly observes how many male push members treated women as "sexual conveniences." The writer James Franklin was more blunt, admitting that, "Push men were beasts."

Their attachment to freedom and liberty was only true when it suited the blatant misogyny of its male participants. Philosopher David Armstrong argued that the Push's apparent defence of polyamory didn't derive from a principled philosophy, but rather from a desire to "justify their

exploitation of women."

In the view of Anne Coombs, the Push fizzled out for two reasons. Firstly, young people by the late '60s and early '70s "believed in many of the things that the Push had been advocating." Similarly, the 1972 election of Gough Whitlam meant that the conventional Push opposition to established politics dwindled as a more progressive administration entered government. The pubs they frequented closed and old Sydney was built over. The decade and a half of Bohemian anarchism, beer-soaked sexuality, and philosophical debate came to a close as society changed. No longer was protest or debate the exclusive, coffee-house right of an intellectual vanguard.

So what, if anything, can one take from the Push?

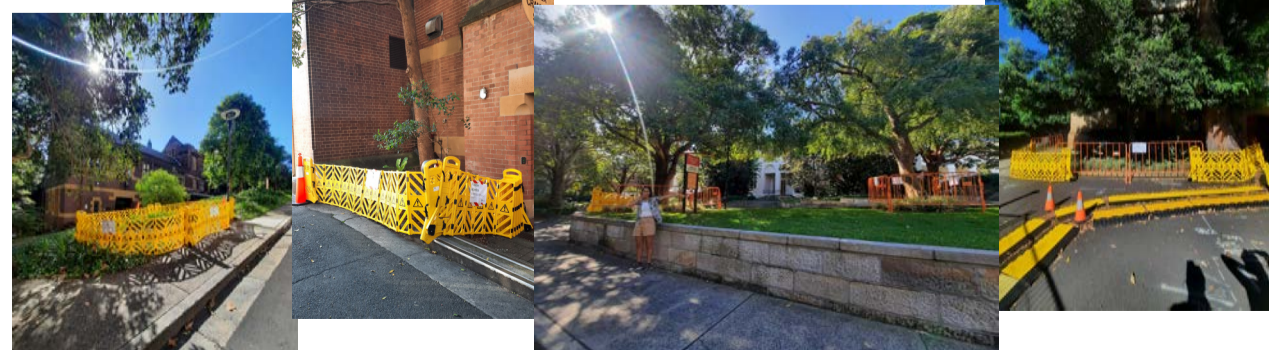
There is value in Bohemia. In the Push's anti-racism, and their commitment to intellectualism and debate, it marked itself out as a group of unique non-conformists that are central to a larger tradition of Australian radicalism. Their staunch opposition to authoritarianism and racism in all their vile forms meant that the early Push protests gave voice to a tradition of modern social activism and consciousness that remains today. In a way, the Push's greatest continued relevance is as an historical force, a barometer of the ways Australian thought changed through the 1960s.

# Have you (possibly) breathed in the (possible) asbestos?

Ariana Haghighi and Sandra Kallarakkal (possibly) have.

Following reports of asbestos in the Victoria Park mulch, the University of Sydney sent an email to all students and staff disclosing that there are some sites on the Camperdown campus with possible asbestos. The majority of the contaminated mulch supply was located in its packaging and has been isolated for removal. The University has identified and fenced off the areas where the mulch is being tested. The presence of undisturbed mulch does not pose significant risk.

We toured campus to spy the three (possible) asbestos-ridden spots: Science Road, John Woolley Building and Manning Road.



## Have you breathed it in?

- What is your major?
  - A. English
  - B. Media and Communications
  - C. Engineering
  - D. Veterinary Science
- How many days do you come onto campus?
  - A. 4 days a week
  - B. Twice a week
  - C. Mostly in weeks 12 and 13
  - D. Lockdown has been lifted?
- What is your relationship with the term 'BNOC'?
  - A. Have to admit I am one
  - B. There are a couple in my classes
  - C. Oh, I steer clear of them
  - D. Never heard of it... in fact, what is this 'newspaper'?
- What's your ideal campus lunch?
  - A. Lining up for the free lunch at Manning Cantina
  - B. Oakberry Acai at Manning
  - C. Vegan chicken at LoveBuds
  - D. Guzman y Gomez at Broadway

- Where do you spend your hour-break between classes?
  - A. Lawns outside the Education Building
  - B. Brennan MacCallum Learning Hub
  - C. Courtyard Café
  - D. Abercrombie Business School

If you answered...

**Mostly As...**  
You have (possibly) breathed in the (possible) asbestos.

**Mostly Bs...**  
You may have (possibly) breathed in the (possible) asbestos.

**Mostly Cs...**  
It is unlikely that you have (possibly) breathed in the (possible) asbestos.

**Mostly Ds...**  
Do you even go here?

## Slouching towards Jerusalem: Judaism without Zionism

*Anonymous reflects.*

Australian Jews critical of Israel walk a lonely road. The Australian Jewish community is one of the most hegemonically Zionist and pro-Israel of any diasporic community. Its central organs, the Executive Council of Australian Jewry (ECAJ) — led by Alex Ryvchin, and its sister organisation, the Zionist Federation of Australia (ZFA) led by its Melbourne President Jeremy Leibler, have consistently opposed calls for a ceasefire in Israel's ongoing war on Gaza, condemned the International Court of Justice's issuance of provisional measures against Israel as 'incentivising terrorism', and denounced critics of Israel such as UN Special Rapporteur Francesca Albanese.

The Australian Jewish News — the largest publication in the community — is similarly staunchly pro-Israel, celebrating the release of two hostages in Rafah on February 15, omitting any mention of the rivers of innocent Palestinian blood shed for their release. Children are raised in an explicitly pro-Israel ideological environment. Moriah College, Sydney's largest Jewish day school, sends its students on a six-week program to Israel in Year 10. Many, if not most, young Australian Jews spend their summers at Zionist youth camps, Habonim Dror, Netzer, Hillel, B'nei Akiva, which foster youth engagement with Israel, before sending them on very heavily subsidised trip to Israel for a year post-High School, known as Shnat (Hebrew for 'Year') — the equivalent of Birthright in the United States.

## Revived? The state of culture policy in Australia

*Angus McGregor looks at the arts.*

When Albanese's cabinet announced its culture policy 'Revive', last year, it joined a long list of Labor governments that turned to the arts for an easy political victory. Whitlam founded the Australian Council of the Arts, while Keating pushed the 'creative nation' in 1994. Albanese's \$286 million capital injection over four years comes at a time where the domestic arts industry is under more pressure than ever.

This policy represents a sizable shift from a past emphasis on funding areas of the arts that experience market failure to a system designed to make proactive investment in commercially viable projects and align the arts with other government initiatives.

Dr Scott East, Professor of Cultural Studies at UNSW and part of a group of academics involved in the design of the policy, pointed out that "broader federal government visions such as the Uluru Statement from the Heart and tackling sexual misconduct have been folded into this cultural policy, which is an interesting approach in itself."

Culturally, Australia punches way above its weight. Only the size of many major world cities, Australian actors have taken home 55 Academy Awards,

It is no wonder then that young Jewish Australians are overwhelmingly pro-Israel. The Australian Union of Jewish Students (AUJS) lists 'Zionism' as one of its four constitutive pillars. Its website states that it seeks to "to promote a positive image of Israel on campus" — demonstrating the links between student organisations and 'Hasbara', organised Israeli public diplomacy — or as its detractors see it, propaganda justifying the occupation of the Palestinian Territories and the mass death created by the war on Gaza. Young Australian Jews are conditioned to believe — and perpetuate the myth, that Israel is a fundamental part of their Jewish identity. That any criticism of Israel is antisemitic is often not only a cynical attempt to shut down debate, but also a genuine expression of their own fears of antisemitism. It's for precisely this reason that it is such a common theme among anti-Zionist or non-Zionist Jews that they 'unlearned' this conditioning, a process of slow exposure of what the modern Israeli states truly represents. There are few Jews who are critical of Israel at 20, but many at 30. Internal contestation of deeply held beliefs is a careful and difficult psychological process.

It is important to note that mainstream Jewish institutions permit some criticism of Israel, for example, Netanyahu's controversial gutting of the Israeli Supreme Court's power to review

legislation. Crucially, such criticisms only challenge aspects of Israel's rightward shift that threaten to tear down Israel's carefully constructed self-portrait as a liberal, egalitarian, democratic state. These are ultimately self-serving, protecting Israel's reputation — and as such the continued legitimacy of the occupation — as they are altruistic. Jewish organisations will cite these as examples of frank criticism of Israel, when in truth they simply reflect what is permissible within a narrow and carefully considered overton window.

For those Australian Jews willing to cross the Rubicon and criticise Israel's many violations of international law, a grim wasteland awaits. In ways subtle and explicit, you may slowly be excluded from the mainstream of the community. Disparaging eyes follow you at Synagogue. You may be tarred with slurs such as 'Kapo' or labels such as 'self-hating Jew'. You will receive messages and calls criticising you, or your parents will receive those messages and calls, rebuking them for their daughter or son signing a petition calling for a ceasefire, or appearing on B-Roll footage of a Palestinian protest in the city. You will find it harder to engage with your community, not only out of despair for the atrocities they refuse to condemn, but out of a fear that they no longer even want you.

In online Jewish community groups, anti-Zionist Jews are condemned and ridiculed, while non-Jewish Zionists — such as provocateur

of ad revenue. That is all before the threat of digital technology further puts pressure on artists to stand out and retain ownership of their own creativity.

This disconnection between what the arts provide for Australia and how we repay them was displayed during the pandemic, where almost overnight the industry shut down. The Coalition's response was catastrophic.

Only 47% of businesses in the entertainment industry remained partially open during the lockdown, compared with 96% of financial services. Rather than providing income

**"Soft Power is not just a point of pride for Australia; it is one of the nation's greatest economic assets."**

and failed Liberal candidate, Freya Leach are cheered on for stunts such as removing pro-Palestinian flyers on the USyd campus. It is a source of deep personal sadness that for many Jews, simply cheerleading for Israel — an act often beset with ulterior motives in Evangelical eschatology, or by islamophobia, render someone more accepted in my community than the 1,000 years of Jewish blood that flow through my veins, my knowledge of the Torah, my Bris, my Bar Mitzvah, my immense pride at being part of an ancient, learned, and resilient people.

Anti- and non-Zionist Jewish community groups exist. These groups are small, albeit growing in number. While they offer a refuge of sanity among the wider darkness, by their very nature they are formed to provide a bulwark against mainstream Zionism. They are political organisations, no substitute for the wider institutions of the Jewish community. Unlike the US and the UK, where the larger demographics of Jewish organisations allow for a critical mass of anti-Israel Jews to develop, Australia is structurally limited by the size of our community.

The road to Jerusalem stretches out before me. Walking it shall toll my humanity. I stand, transfixed by the pavement wondering how the path that lay at my back had taken me to such a treacherous point.

support, the government denied the arts sector Jobseeker. This was despite the MEAA making multiple submissions to Parliament explaining why those in the arts industry would need special exceptions to receive funds because most are employed in an unconventional manner. Further, non-profit organisations, who make up a large proportion of entertainment, had to show more losses to be eligible for government benefits.

Beyond the pandemic, \$200 million of federal funding was cut from the arts during the Coalition's time in office, not including the infamous cuts to the separately funded ABC and SBS.

At least in principle, Labor seems committed to shifting the narrative towards recognising the material worth the arts provide Australia. When the policy was first announced, Arts Minister Tony Burke said, "our artists are creators and workers. This sector is essential for our culture and for our economy."

The emphasis on new bodies in the public has become more of a marketing push than a substantive change. The creation of Music Australia and Writers Australia, two new sub bodies

## Navigating the financial strain of chronic health conditions

*Simar Batra writes.*

Living with a chronic health condition presents a myriad of challenges, and for many students, the financial burden can be overwhelming. As university students, we often find ourselves balancing academic responsibilities, part-time work, and social engagements. However, when chronic health conditions enter the equation, this equilibrium is disrupted, and the financial implications can extend far beyond what Medicare subsidies cover.

One of the most significant issues faced by students with chronic health conditions is the cost of managing their health. From medication expenses to doctor's visits and specialised treatments, the financial strain can quickly accumulate. Unlike full-time employees who may have access to comprehensive health insurance plans through their employers, students are often left to navigate the complexities of healthcare with limited resources on their own.

Take, for example, the case of chronic migraine, a condition that affects countless individuals, including myself. The daily pain and accompanying symptoms not only take a toll on one's physical and psychological well-being but also pose significant financial challenges. The cost of prescription medications, doctor's appointments, and alternative therapies adds up, placing an additional burden on already tight budgets felt during the cost of

living crisis. I pay \$300 a month for my prescription medication Ajovy, totalling \$3,600 a year. Including other migraine expenses (listed below) my expenditure is around \$7,000.

I know firsthand the struggle of managing chronic migraines as a student. Each day brings the uncertainty of whether a migraine attack will strike, disrupting my ability to focus on academics and work. Despite seeking relief through

**"One of the most significant issues faced by students with chronic health conditions is the cost of managing their health."**

various treatments and medications, the financial strain of managing my condition remains a constant concern. The University has not been particularly accommodating, with impossible attendance requirements still mandatory for disabled students in certain units.

Living with daily migraines as a student is not just a physical and emotional challenge but also a

significant financial burden. With the addition of necessary monthly neurologist appointments, the financial strain becomes even more daunting. I've had to navigate a complex web of expenses while juggling academic responsibilities and managing my health. I am studying with the goal of becoming a clinical psychologist, and I have already begun working to manage some personal and professional fears: that I may not ever be able to work full-time, and that I may not be able to provide the quality of care that I hope to. I definitely spend more time resting and recuperating, as I will get tired more easily than my peers. I am currently a volunteer crisis supporter with our national suicide hotline, and whilst the work is incredible at developing my clinical acumen, it often fills me with worry as I take time away from paid work that could be helping me raise funds for my medical expenses.

The financial impact of daily migraines and monthly neurologist appointments extends far beyond the cost of medication and doctor's visits. Here are some of the ways in which managing this condition has affected my finances:

**Medical Expenses:** The cost of prescription medications, over-the-counter remedies, and specialised treatments for migraines can quickly escalate. With daily migraines, I often find myself relying on various medications to manage symptoms, which can strain my budget, especially on a student income. Neuromodulation devices like Cefaly and gammaCore cost over hundreds of dollars a year, with the Cefaly at \$499 flat, then around \$60 every few months, and the gammaCore at \$300 a month;

**Neurologist Appointments:** Monthly visits to the neurologist are essential for monitoring my condition, adjusting medications, and exploring new treatment options. However, each appointment comes with its own set of expenses, including co-pays, transportation costs, and potential lost wages from missed classes or work;

**Lifestyle Adjustments:** Living with daily migraines often requires making lifestyle adjustments to manage triggers and minimise symptoms. This may include investing in ergonomic furniture, purchasing special eyewear, or modifying diet and exercise routines, all of which come with their own financial implications. The Avulux frames cost me over \$900 and the Theraspecs frames were \$150;

**Lost Productivity:** Migraines can significantly impact my ability to work, study, and participate in extracurricular activities. Missed classes, deadlines, and opportunities for part-time work result in lost income and disadvantaged educational opportunities, exacerbating the pressures of financial strain.

Additionally, the impact of chronic health conditions extends beyond the individual student to their families. Many students rely on familial support to cover medical expenses not covered by Medicare subsidies. This places added pressure on already stretched household budgets, further highlighting the interconnectedness of health and financial well-being.

So, what can be done to alleviate the financial burden faced by students with chronic health conditions? Firstly, there is a need for increased awareness and understanding of the challenges these students experience. University administrations and policymakers must recognise the unique needs of those under the National Disability Insurance Scheme (NDIS) or experiencing chronic health issues and implement support systems to address them.

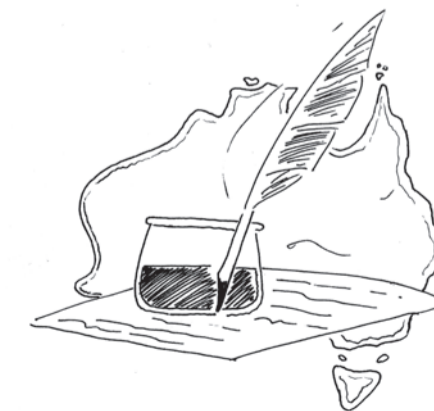
There is a pressing need for improved access to affordable healthcare options for students. This could include expanded health insurance coverage through universities, increased funding for student health centres, and greater access to mental health resources to address the psychological toll of chronic illness.

Additionally, universities can implement flexible academic accommodations to support students

**"What can be done to alleviate the financial burden faced by students with chronic health conditions?"**

managing chronic health conditions. This may include flexible attendance policies, extended deadlines, and access to alternative learning formats to accommodate periods of illness.

As students, we must also advocate for ourselves and each other. It is no small feat in managing the complex web of issues that orbit dealing with chronic health conditions as a student. And we know Medicare and current structures are not enough. The financial strain, coupled with the demands of an academic and working life, creates significant challenges for students navigating chronic illness. By sharing our experiences, raising awareness, advocating for change, and implementing supportive measures, we can work towards creating a more equitable and inclusive university experience for all students.



# “You are too smart to be a teacher”: Teaching and the social demonisation of public servants

Angus McGregor questions our faith in public education.

Note: All teachers and employees at the Department of Education quoted in this piece chose to remain anonymous due to rules restricting unauthorised conversations with the media. Students, to protect their privacy, are also quoted without names.

Addressing a crowd of supporters in 2008, Vice-Presidential candidate Sarah Palin was asked if she supported raising teacher pay and benefits. The response — “her reward is in heaven” — is emblematic of the dehumanising rhetoric educators face in the public discourse of almost every Western liberal democracy. While Australian politicians are not quite as blunt as Palin, teachers in Australia are almost constantly blamed for the failures of the education system alongside being demonised as radicals who act as a symbol of state influence on children.

Whether it be the former acting Education Minister Stuart Robert calling the ‘bottom’ 10% of teachers illiterate during the Morrison government, or former PM John Howard claiming teachers “abused their positions” by using the classroom to discuss an opposition to the Iraq War, teachers have for decades been the target of choice for conservative politicians suspicious of public institutions. The political associations of teaching with unionism and socialism date back to the early 20th century. Laws in Australia banned teachers even mentioning concepts like communism and atheism across the 1930s and 1940s. Those wars are still present. The fights over the ANZACs and Frontier Wars continue in classrooms today.

Being a traditionally female-dominated profession since the adoption of public education in the early 20th century, only 22% of current NSW schools teachers are men, teaching has also suffered deeply held misogynistic assumptions that classify female work as less intellectual or not worthy of praise at all.

More impactful, however, is how those wider political battles over who teachers are and what they believe erode society’s trust in the value they bring to society through public education. After talking to teachers, academics and students across many weeks, it became clear the structural reform required to fix chronic shortages, casualisation, and by extension workloads cannot occur without a national shift in how we perceive teachers and the intellectual nature of the work they do.

There is no question public schools are currently in a crisis. Almost 30,000 full time staff have left the system since 2010, citing terrible workplace conditions and some studies show the average public school teacher works an average 60.1 hours a week as opposed to the full time workload of 40 hours they are contracted for. There is currently a daily shortfall of over 3,000 teachers in NSW.

For every teacher that leaves, the mental and professional burden on the rest increases dramatically. About 60% say they are planning or considering an exit in the next five years.

One teacher from Sydney’s Inner

West told me “quitting is a daily conversation in the teachers lounge.” Another agreed saying “everyone these days has a clock in their mind... just waiting for the right time to step out.”

Empirically, the structural problems facing schools have nothing to do with teacher performance. NSW public schools are only funded at 89% of what they are supposed to be under the Schooling Resource Standard (SRS) as of January 2024. Due to shortages, teachers are having to regularly plan and teach subjects outside of what they have been trained for. The after effects of the pandemic, which had profound consequences for the social maturity and mental wellbeing of students, have also caused a spike in behaviour issues which include a 34% increase in assaults and other violent behaviour on school grounds since 2021.

Anyone who expects teachers to function, let alone thrive, in that environment is delusional — yet that is the dominant exception in the Australian media and public. A study by University of Sydney Professor Nicole Mockler on over 65,000 print and digital articles covering teaching between 1996 and 2020 found that in 2012 “teacher quality” was mentioned at a rate of 149 words per million while “education quality” was mentioned at a rate of only 58 words per million. Because they are the face of education, the structural issues facing the system are mapped onto teachers.

## “Quitting is a daily conversation in the teachers lounge.”

This manifests itself in uncomfortable confrontations with parents on the ground which the articles highlighted above only self-perpetuate. Only a small number of adults would question what painkiller a doctor gives them or their children but thousands of parents in Australian classrooms will pick at every

small choice a teacher has to make. Teachers across Sydney told me parents have questioned them about their teaching styles, disciplinary methods, and even the content they

teach and what order to teach it in.

One teacher with over 15 years’ experience in the public system summarised it well: “there is this constant idea that because you went to school as a young person, you are an expert in education.”

The wider policy implications of a media narrative dominated by teacher quality are staggering. Attempts at attracting teachers with incentives or improving teacher ‘standards’ as a basis for increased outcomes in the classroom has dominated federal reform for 20 years.

During the Gillard and Rudd years, postgraduate teaching degrees were lengthened and new HSC requirements for Education degrees such as minimum results in English were introduced. Former PM Malcolm Turnbull continued the trend by introducing the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in 2016 after education ministers approved the plan in 2011, which every teacher education student has to pass to gain accreditation. There was a clear link between improving the ‘standards’ of teachers and improving the results of students. Even the NSW Teacher Federation bought into these shifts to some extent arguing in reviews that “there is a clear downward trend in the academic attainment of students entering initial teacher education,” or pointing to the fact that in some cases “less than 60% of students complete their course after six years.”

While it is politically impossible to argue with higher standards for teachers in the abstract, the question is irrelevant if teachers cannot do their job. Not seeing any improvements in the shortage since the rise in standards, current Education Minister Jason Clare has flagged the return of one year post graduate degrees to “fast track people into the profession.” There has been a complete flip from creating the ‘best’ teachers to filling spots in classrooms.

Dr Claire Golledge, the coordinator of HSIE Curriculum at the Sydney School of Education and Social Work at USyd, told me that while there was a tension between getting teachers to fill positions and making sure they were adequately prepared the current saw was “crappy policy”.

“You cannot have your cake and eat it too,” she continued, arguing governments can always tweak standards as a quick way to signal initiative. The cost is relatively low and adding or cutting content from syllabi is simple.

The premise behind streamlining education degrees, while politically fashionable, further takes away from the intellectual elements of teaching. Current estimates show that the average teacher makes over 1,500 professional decisions a day. Beyond making

active choices about how to shape a complex and fast paced curriculum to sometimes up to 30 students from every walk of life, teachers are required to be professionally empathetic. Every problem students have at home manifests itself at school. Teachers have to be experts handling students struggling with mental health issues, abuse, anti-social behaviour, poverty, or just having the normal range of emotions teenagers all have.

## “There is this constant idea that because you went to school as a young person, you are an expert in education.”

The narrative that you can just be thrown into a classroom earlier and learn on the job or through observation is appealing, but handling these issues requires a deep understanding of psychology and the social and environmental factors that influence behaviour. This is before you even get to the subjects themselves which teachers have to not only master but be able to communicate in a variety of ways depending on the class they get.

How do you teach Shakespeare to a class with fluent English speakers and with those who speak English as a second and third language?

How do you teach a colonial Australian history curriculum to Indigenous students or recent migrants?

These are not questions that can be answered on the job. No politician would ever advocate the shortening of law or medicine degrees, even if there was a major shortage. You would never insert an IV or walk into a courtroom without years of training. For those professions and others, knowledge is seen as a prerequisite for the job. It is frankly shocking that teaching is not seen as an equivalently rigorous profession, especially considering they spend longer with people in their most formative years than any other group of people.

When young people seek an interest in teaching the profession is not framed as an intellectual challenge or a rewarding intellectual discipline but rather quite the opposite. Over ten students I talked to across their degrees told me they were told at various points by parents, friends, and even their own teachers, “you are too smart to be a teacher...” or “you could do so much more.”

Teaching is the one of the most popular occupations students aspire to in primary school and younger years of high school in Australia, however by the time students reach later years, teaching drops below almost every other profession in terms of its desirability.

The government is aware of the problem. In one submission to a parliament enquiry on the teacher shortage, academics told members they had to “work with media organisations to establish understanding of the vital role of teachers in creating and maintaining a vibrant, democratic society.” Advertising campaigns have been funded for years that are supposed to raise the reputation of the profession. The emphasis is often on “making a difference,” with every lesson presented as an opportunity to change a child’s life for the better. The ability to bond with students is important to highlight and as Dr Golledge points out ads like these push back against the “teacher bashing” in the media.

However, the shame of these advertising campaigns is that they mirror the narrative that teaching is something you do because of the passion you have, despite the challenges in the profession, and despite pay and conditions. This is somewhat a necessity due to the current state of the profession, but governments have to stop being defensive and fight for teachers publicly, not just in Department advertising but in parliament and during elections.

Universities ironically like an emphasis on standards because it plays into the marketing tools they use to present degrees. The chair of the most recent teaching standards review was Vice Chancellor Mark Scott. The review aligned itself with streamlining teacher education by introducing so-called “core content” to all degrees. When Labor was talking up standards a decade ago, universities pushed their new master’s degrees advertising the longer degrees better prepared teachers for emerging challenges in modern schools. Now, the new four year Bachelor of Education has replaced the five year double degrees in order to, in the words of USyd Education spokesperson Eddie Woo, “get teachers into the classroom faster.”

The obsession with teacher quality at the federal level also stems from the government’s increasing lack of control over the sector. Funding, workloads, and the other systemic issues are within state jurisdiction but the government in Canberra cannot just pass the buck. Every academic and teacher I spoke to expects the fixation with quality and standards to continue.

At the state level, the Minns government has made some valiant progress since their election last year. The historic pay deal reached with the union in September raised starting salaries to almost \$10,000 to \$85,000 and top of the scale teachers now make \$122,000 a year. The \$400 million



Education Future Fund will push public schools closer to full SRS funding and hundreds of new pre-schools are being constructed.

Even with some change coming, students studying education at USyd empathised how demoralising the emphasis on teaching quality was. One said, “we always hear about low entrance scores to get into teaching. We always hear about teacher under-performance.” There is no other major profession where students have to read headline after headline telling them they are inadequate before they even step into the role. “It makes placements so stressful,” one second-year Primary Education student told me. “No matter what marks you get, there is a deep sense you are not ready.”

Almost every student mentioned paid placements repeatedly as the best thing the government could do to make teaching more attractive and sustainable. Over 80% of Education and Social Work students report adverse mental health pressure from the financial pressure associated with weeks of unpaid work. Examining placement poverty at the university level quickly displaces myths that standards are the issue. Teacher education students are not completing their degrees at lower rates because they are not ready for the job, or because the entrance marks are too low — people leave early because they have no other options.

“I know maybe two or three — maybe more — friends who have changed degrees or dropped out early before or during a large prac,” a third-year student told me.

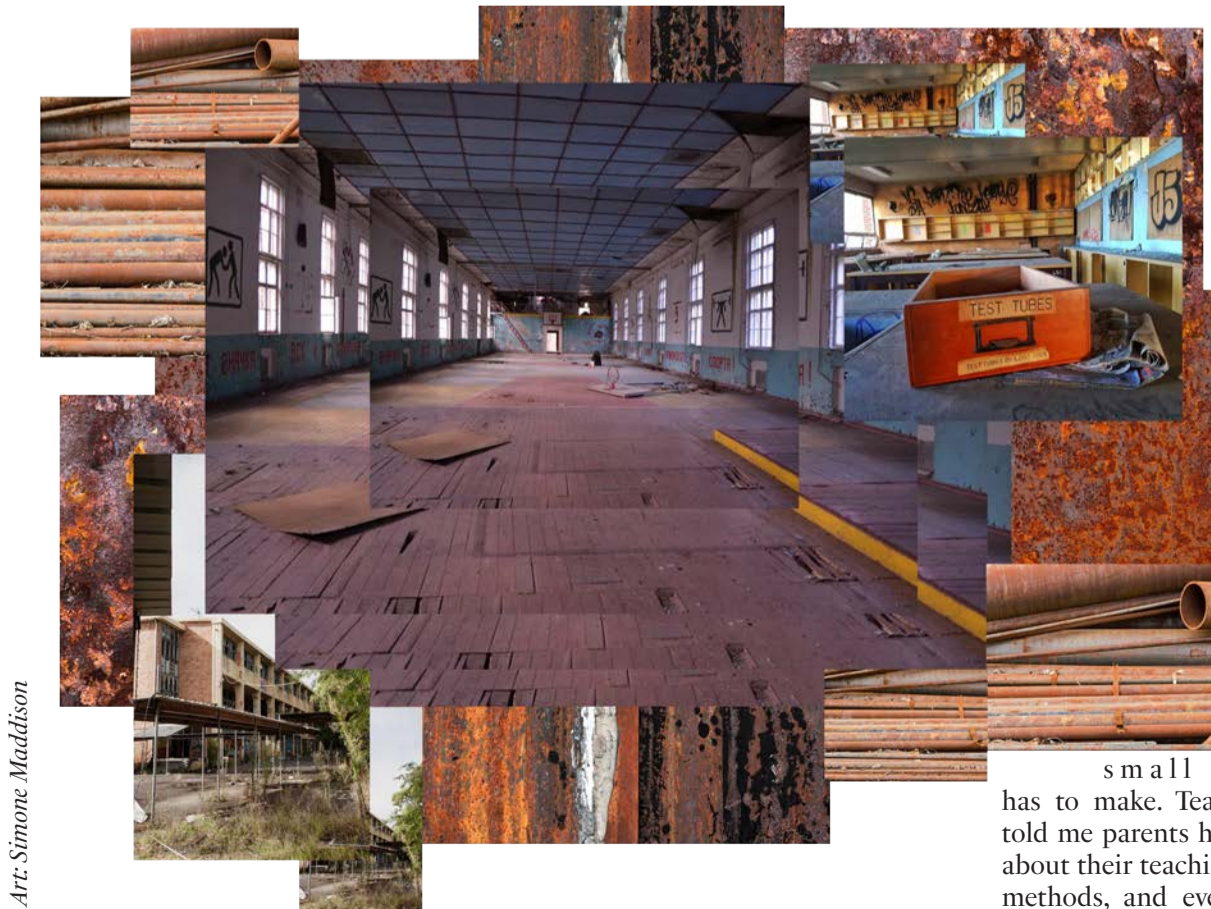
Paying for placements and further incentives like the government footing the HECS bill for teacher education seem likely in the coming years. Victoria introduced a \$229 million package last year which paid for the cost of teacher education degrees. One employee at the Department of Education signalled that this was already causing some NSW students to move, arguing the NSW government would likely have to follow suit to prevent more bleeding.

## “I know maybe two or three — maybe more — friends who have changed degrees or dropped out early before or during a large prac.”

At the end of the COVID-19 pandemic, over 80% of parents said they had newfound respect for teachers after attempting to make up for the shortfalls during online learning. 67% think the job of a public school teacher was harder than their job. As a society we need to leverage our momentum to shift the narratives that blame some of the hardest working public servants for our own failures. More material reform can only happen if we truly believe the work they do is worth the billions required to fully fund school and fix the shortage.

When someone next tells you they are considering becoming a teacher, don’t question if they are suited for a more proper job — but also don’t smile as if they are taking on a burden you would rather ignore.

On the policy front, one student asked me at the end of our conversation if by the time they graduated in three years it would get any better. I did not know how to respond with any form of optimism. Even governments with good intentions and a wide mandate will take years to structurally reform the system. Constructive narratives that elevate the reputation of teachers while not placing the burden of education solely on them will allow society to shift away from marginal discussions based on standards and refocus on creating an environment where they can reach their civic and intellectual potential.



Art. Simone Maddison













# SRC Reports



## President's Report

Harrison Brennan

Hope we had a great first week of university for 2024. Here what I've been up to last week:

In committees this week I've raised the serious problems students are facing with finding safe and affordable accommodation as the rental crisis continues. Many students right now are experiencing housing stress, in no way helped by the universities historic approach to housing, namely how they have historically sold-off affordable accommodation on campus, approved extreme price increases at university owned accommodation, and have kept International House in limbo, a building which could house over 200 students.

I attended the Students for Palestine (SFP) open meeting on Tuesday to plan for the upcoming national student strike on Thursday February 29th, and have since been flying for the rally on Eastern Avenue and at the Scholarship Welcome. ACAR in collaboration with BDS Youth and SFP have also been planning events for Israeli Apartheid Week, so watch this space!

On Wednesday at 2pm student activists and myself headed down to the Families for Palestine Camp For Ceasefire community picket outside of Anthony Albanese's electoral office in Marrickville. Families for Palestine is looking for people to help man the picket throughout the week. If you are interested in lending a hand, visit their instagram at @familiesforpalestine.

I have been continuing to work with other student unions across NSW on the Fair Fares Now campaign to give international and part-time students access to concession opal cards. If you haven't yet signed the petition, check out the linktree at @src\_usyd to sign!

From Week 2, the SRC will be stalling and flying on Eastern Avenue every Wednesday at 12pm. If you have any questions, queries or concerns, come visit us in person and grab a handy 2024 wall-planner if you haven't yet!

## Education Officers' Report

Grace Street & Shovan Bhattarai

This week is our National Day of Action for Palestine. This Thursday, 29 February, we will be meeting at 1pm on Eastern Avenue before marching to meet other students and the community at Town Hall at 2pm. As the genocide of Palestinians and attack on Gaza intensifies, it is as important as ever to voice our demands for a ceasefire, reinstatement of UNRWA funding, lift the siege on Gaza, end the occupation of the West Bank, demand Australia cut ties with Israel, and for a free Palestine. We want all students to

join us in building for and participating in this event - check out the flying information on Students for Palestine on Instagram and Facebook!

In Welcome Week we spoke to students about the upcoming rally for Palestine and had lots of students, staff and visitors sign our banner endorsing the Student Strike for Palestine. It was great to talk to new and returning students about their studies, education organising, and campaigns like Books not Bombs - Thales off Campus, and Students Against Placement Poverty.

We are gearing up to receive the information back from the Australian Universities Accord, which we will be scouring as you read this report now. We don't expect much from this neoliberal Labor inquiry involving the government, various ambiguous 'stakeholders' and uni management. In the face of USyd management having already announced this year Studies of Religion and Writing Studies no longer being offered as majors, we will continue in our fight against the corporatisation of higher education institutions, for better staff pay and working conditions, and for free, accessible education.

Check out our annual EAG publication 'Counter Course' available online or in the SRC handbooks from Welcome Week to read pieces by our members on anti-protest law, research funding, USyd's radical history, and student movements around the world. We extend our solidarity to students in Greece protesting against the introduction of private universities and to everyone around the world fighting for their governments, education institutions, and more to cut ties with Israel in line with the global BDS movement.

## Women Officers' Report

Eliza Crossley & Rand Khatib

Wow what a busy time! Over the summer WoCo worked on the Abolish the Colleges campaign which was launched with a rally hosted by WoCo and Quac against sexual violence.

We have also been flying for the campaign with Jenny Leong and have launched a website to be operated by a couple feminist groups and the Greens called Abolishthecolleges.org where you can pledge your support. We have designed a survey to be put out to get student input which will be launched shortly.

WoCo also collaborated with ACAR and First Nations Collective and had a presence at the Invasion Day stall handing out water and snacks. Thanks to everyone who helped out.

With the editorial team we also made Growing Strong! The themes for the edition are decolonial feminism and abolishing the colleges. It's 32 pages, with 15 articles, an editorial team of 11 and 7 artists. Thanks for everyone who helped out, and a special

shout out to the SASH obs for your hard work.

If you haven't come to a WoCo meeting yet this year but would like to, please come! We've got a little bit of merch left and plenty of Growing Strong's. We're reclaiming the Manning Women's room so find us there!

Join us on facebook @USYD WOCO 2024

Come along:

- Colleges Forum - Afternoon of Tuesday the 5th of March (not autonomous)
- SASH OB film screening, The Silences of the Palace - March 7th at 6pm Old Geology lecture theatre (not autonomous)

In love and rage,  
Eliza & Rand

## Welfare Officers' Report

Gerard Buttigieg, Jasmine Al-Rawi, Julius Wittforth & Ellie Robertson

The Welfare Officers had a great O-week!

We joined others in promoting the Palestine rally for next Thursday, getting students involved and aware of the SRC's activism coming into the new year, and getting people involved in the Welfare Action Group for our ongoing campaigns for housing, Palestine, concession opal cards for international students, drug reform and more!

We hope to continue agitating and building our movement and the Welfare collective for a big year of student activism at Sydney University.

## International Student Officers' Report

Kejun Liu, Zhongxuan Jiang, Fengxuan Liu & Astrid Xue

In February, we have accomplished several tasks. Firstly, we initiated preparations for the welcome party with Monica. Secondly, during the orientation week, we have been gathering signatures for a petition advocating for Opal card concessions for international students. We have already collected 2000 signatures during this period. Lastly, we have secured the party venue (Hermann's Bar) and scheduled the event for March 8th.

Looking ahead to March, our objectives include continuing to collect signatures until

March 7th and hosting the welcome party on March 8th.

## Sexual Assault & Sexual Harrassment (SASH) Officers' Report

Ellie Robertson, Martha Barlow, Georgia Zhang & Olivia Lee

2024 is already shaping up to be a big year for SASH activism. During welcome week we spent 3 fantastic days at the Women's Collective stall chatting to new and returning students about the Abolish the Colleges campaign. We are so excited that the Greens are bringing legislation to parliament this year to change the Colleges' structurally independent legal status, and we are currently focused on getting as much input as possible from the community to create that legislation. We also attended and spoke at the annual welcome week End Sexual Violence on Campus rally. This was a huge success, and garnered lots of attention as we marched down Eastern Avenue. Positive or negative attention, we can't entirely say - but we certainly got people talking.

Over welcome week we also handed out hundreds of copies of Growing Strong, WoCo's annual magazine. As well as writing and editing, the SASH officers put together the resources and responding to disclosure section. This section details how students can make complaints and disclosures to the university, as well as providing a details of organisations that help with emergency counselling, housing and support. Whilst the reporting system is far from perfect, we hope that this section sheds some light onto resources available for victim-survivors.

In other areas, we endorse and will be attending the National Student Strike for Palestine on Thursday 29th February. Join us at 1pm in the quad to show your solidarity and protest our government's complicity in the genocide in Gaza.

The final thing to shout out is our film screening! Join us on Thursday 7th March at 6pm in the Wallace Theatre for a screening and discussion of The Silences of the Palace, a great Tunisian Feminist film. Snacks will of course be provided. See you there!

- Martha, Olivia, Ellie and Georgia

## International Student Fees: A Cheaper Way to Pay?



There are lots of advertisements showing cheaper ways to pay your international student fees. Some will even do smaller transactions with a refund on the exchange rate, for bills like mobile phone or internet, rental payments, or even your SSAF. Unfortunately, they are ALL scams. ALL OF THEM.

### Unfortunately, they are ALL scams. ALL OF THEM.

They will do the smaller transactions for you without a problem to build your confidence in them, to encourage you to pay your fees to them. They will even issue you a fake receipt, so you won't know that you have been scammed until you are at risk of being unenrolled from uni. Don't risk it. Pay your fees to the University through the official channels.

For more information about these scams click here: scamwatch.gov.au

## Ask Abe

SRC Caseworker Help Q&A

### Sexual Health



Dear Abe,

I am embarrassed to say that I am still a virgin, and I don't know much about sex or sexual health.

My boyfriend has been very patient, but I think I will need to have sex with him soon or he will leave me. I feel scared and I don't know what to do.

Please help me.

Embarrassed

Dear Embarrassed,

I am sorry to hear that you feel embarrassed about being a virgin. Media and friends can put ridiculous pressure on us to conform to standards we don't all subscribe to. You should have as much consensual, safe, and fun sex

as you like. If that means none, then that is what you should do. If your boyfriend does not

like that, you do not have to be in a relationship with him. Also consider that not all relationships have to be monogamous, and this might be something you could discuss with him.

The Health Direct website (healthdirect.gov.au/safe-sex) has information on sexual health and safe sex, and there is specific information for international students through the NSW Health website (internationalstudents.health.nsw.gov.au).

You can also get free telephone advice on 1800 451 624.

Abe

## Ask Abe

SRC Caseworker Help Q&A



### Centrelink Independence

Dear Abe,

I've applied for Centrelink Youth Allowance, but they said I can't have it because my parents earn too much money. My parents don't give me any money, so I think I should be able to get the payment. What should I do?

Independent

Dear Independent,

Unfortunately, Centrelink don't care about your actual circumstances. They will only consider you independent if you:

- are 22 years or older

- have special circumstances (e.g., you're an orphan, or parents are in prison)
- have worked an average of 30 hours a week
- are married, or in a marriage-like relationship

You might be eligible for a Low Income Health Care Card that won't give you an income, but may help with any health costs you have. Talk to the Uni's Financial Support Services to see what they can offer you.

For more details about Centrelink go to the SRC's Caseworker Help page: [bit.ly/3XV5b5n](http://bit.ly/3XV5b5n)

Thanks,  
Abe

If you need help from SRC Caseworker start an enquiry via our Caseworker Contact Form: [bit.ly/3YxvDUF](http://bit.ly/3YxvDUF)



**GET ORGANISED**  
WITH OUR 2024 STUDENT WALL PLANNER

Our much-loved annual wall planner is an A1 poster folded to A4, and has all the important USyd dates and deadlines. You can get your FREE copy from the SRC Welcome Week stall, at USyd libraries, or from the SRC office.

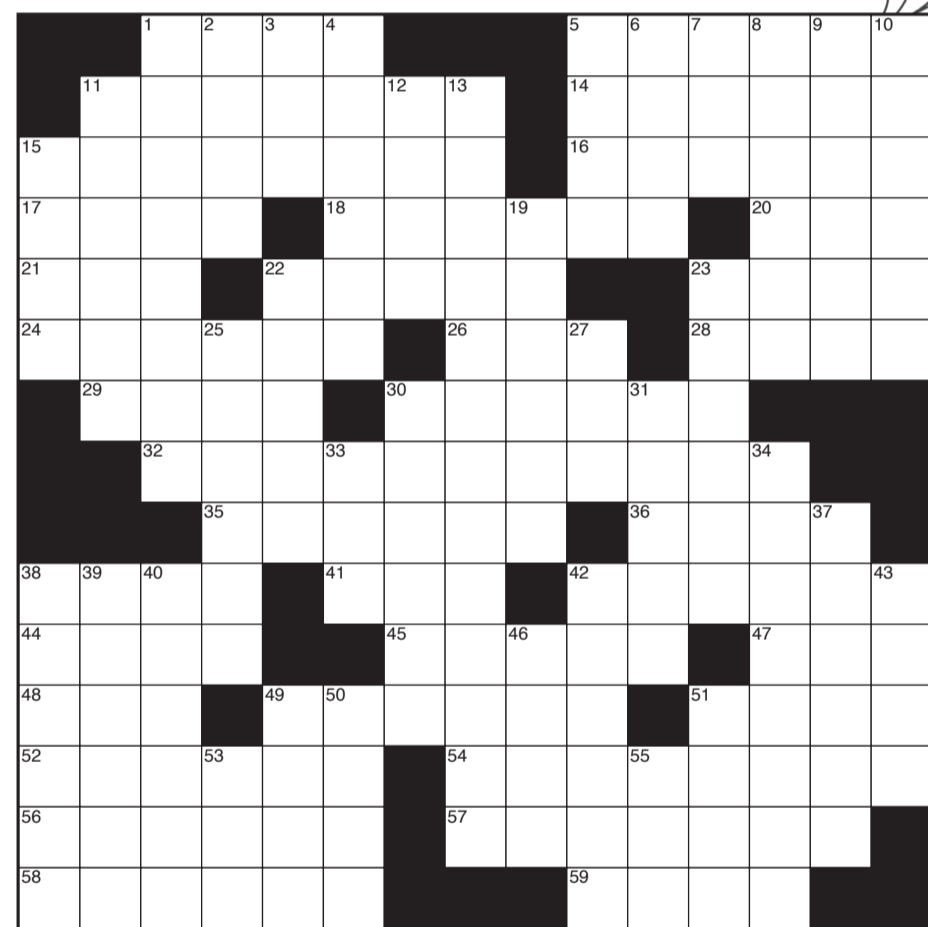
**Students' Representative Council, University of Sydney**

src.usyd.net.au | usydsr | src\_usyd | src\_sydneyuni

## Weekly quiz

1. The nickname for USyd used on all open day tours is Oxbridge. Which two universities inspire this nickname?
2. What was the exact date that the Jacaranda Tree in the Quadrangle died?
3. Which three prime ministers were involved — in any shape or form — in the Political Economy academic dispute in the 1970s-80s?
4. \_\_\_\_\_ Politics and Foreign Policy will not be offered in Semester 2.
5. Whose 2022 article called for the re-opening of the Fisher Library terrace?
6. The only fast food franchise on campus is...
7. The notorious place for LinkedIn profile photos is...
8. What is the slogan on the Michael Spence plaque on the ground of the Science Road entrance to the Quadrangle?
9. Which 2011 movie filmed scenes on Camperdown campus and was in competition for a Palme D'or? Hint: The director is an USyd alumni and ex-Honi editor (1989).
10. The Graffiti Tunnel was birthed from which student protest movement?

## Crossword



### Across

1. Word after Gossip or Gone
5. Greek letter used as the logo for the Half-Life games
11. Lay waste to
14. Visited King Street, say
15. Period of accountability and awareness of sexual abuse started on social media in the late 2010's
16. Win-win
17. Anderson who makes up half of Silk Sonic
18. Age-gotten insight
20. Game series whose anticipated 6th installment has a budget of \$2 billion, in brief
21. Make a goof
22. African language group with roughly 350 million speakers
23. They're often cut in breakups
24. Like some stick-on eyes
26. Some hospital areas, in brief
28. Classroom response to one's name
29. Udon topping
30. Acclaim
32. University street that runs horizontally through

### Down

35. Alto clef readers, in orchestras
36. X, Y, or Z, e.g.
38. Union member, in a sense
41. Abbr. in state school email addresses
42. Topmost symbols, in heraldry
44. Qatari monarch
45. Giveaways at a casino
47. Closed-\_\_\_ (workwear requirement, often)
48. Mount \_\_\_, largest city in the Queensland outback
49. European country whose flag bears 8 stars and a yellow triangle
51. Rebel
52. Like most residents of Hamtramck, Michigan (the only US city for which this is true)
54. Surges in votes, say
56. Victorian shopping center like Sydney's "The Strand"
57. Vanilla product often used sparingly
58. Bounce back, as a shop from COVID
59. Rap artist behind the 2024 album "2093"

## Dusting off the cobwebs



### SQUALOR IN S.R.C. OFFICE Ghastly Slum Conditions Revealed

S.R.C. Office, Monday:  
Our Special Investigator to-day came upon scenes of appalling squalor in the midst of Sydney University, scarcely a stones' throw removed from the sumptuous quarters attached to the Administrative block.

"Conditions in the S.R.C. office," he states, "rival those of Belsen, or the notorious hell-ship Yoizuki." The slums of Bombay, where, according to the 1931 census, 15,490 persons were living more than twenty persons per room, are, by comparison, under-populated."

The S.R.C. rooms at times accommodated upwards of thirty people. Epidemics - periodically sweep the area, sparing neither age, rank, nor sex. In recent weeks for example, flu has decimated the ranks of Honi Soit staff, and Council.

Situated in an area to which the sun is rarely able to penetrate, lacking ventilation other than locally generated "hot air", the Council shack is a veritable death-trap. There is a strong move afoot among

its inhabitants to have the Yoizuki Commission diverted to this area before it returns to Canberra. A number of the inhabitants were interviewed. The following typical statements are reproduced:  
**Glen Duncan:** Aged 19, single. Has frustrated death here for 18 months. "I do not think I shall be able to survive another year," he said.

**Noel Hush:** A fragile youth. "It is unbelievable that such conditions should exist in an allegedly christian country."

**Dick Klugman:** "It stinks," he ejaculated phlegmatically. (It is understood he was referring to the S.R.C. offices).

**Bill Travers:** I am not in the position to disclose anything at this stage.

'Squalor in S.R.C. Office' *Honi Soit*, March 21, 1946.  
*Some things never change...*

# Always Balanced Coverage

## Ghoul-boss Exclusive!



Ghost of Margaret Thatcher takes quick break from HELL to complain to Always Balanced Coverage about "weaponised incontinence" on her grave.



## This week:

**The Cooling Container Gained Sentience and is Really Sorry For What Happened**

**Spotted: First Male Victim of Misogyny Kept Looking Back At A Female Who Was Walking Home Behind Him At Night With Earphones Plugged In**

**UV Embryo Has More Rights Than You, Me and Taylor Swift Combined**

**Plant-Based Burger Found To Contain Meat**

**Lesbians Refuse To Engage With The By-Election**

**'I am doing it for the plot' says fanished Russian child in Tolstoy novel**

**Leftist guy who's into cricket, auspol, footy, beers, and pokies definitely not a nationalist though.**

WHICH LITTLE LESBIAN INTERN SAID THIS -  
BRAD BANDUCCI OR RENÉE RAPP?

"I've been going absolutely off in every single interview lately, so now I have to do 40 hours of court-ordered media training."

Answer: Renée, but also applicable to Brad.



## Oporto Newtown set to be replaced with The Marly II

The shock liquidation of Oporto Newtown has dismayed chilli-mayo heads Sydney-wide.

"Where will I piss on the floor after my gig at the Enmore theatre?!" cried one dismayed Bondi-Burg enjoyer.

The Oporto menu has weathered many suspicious changes lately, ostensibly fresher and doused in less oil.

"The trouble started when they added the halloumi and avo bowl to the menu" one Oporto truther said. "Now they have a vegan bowl, a bondi bowl, and kale salad. I think everyone is switching to Frangos."

Rumours emerged about what will take the place of the Opulent Oporto.

*Always Balanced Coverage* has received a tip revealing that the Marly 2 is the menacing monarch set to usurp the Oporto Oligarchs.

## Sonny Angels stans discover dolls are BDS, blame Kpop stans.

# ALL STUDENTS!



NATIONAL DAY  
OF ACTION

# STRIKE FOR PALESTINE

**USYD CONTINGENT:**

## 1PM THURS FEB 29

### EASTERN AVENUE

THEN MARCHING TO MAIN  
RALLY AT TOWN HALL



# Join the thinking (differently) person's party



THE  
**Good Party**



## Have you had some academic failure and set backs?

## Have you been asked to show good cause?

### The Uni's Counselling Service is running the Comeback Crew.

They are a small and friendly group designed to help overcome the challenge of academic failure. Using modern psychological frameworks, Comeback Crew members experience facilitated therapeutic discussion, new ways of interpreting their challenges and strategies to increase resilience. The Comeback Crew promotes the growth from hardship and setbacks while also fostering a sense of community and connection for the Usyd journey.

Click here to register  
your interest or to ask  
for more information.



## 2024 HONI SOIT

### WRITING COMPETITION

- WIN cash prizes! \$6000 prize pool!
- All Sydney Uni students can enter.
- Get published! Kick start a career!
- Entries close Sunday April 7

MORE INFORMATION  
AND ENTRY DETAILS:



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