

One in 11 students have the year off...

280 STUDENTS DEFER ENTRY TO MONASH

More than 280 first-year students have taken advantage of the University's new entry regulations and taken a year off from university study.

The rate of deferment is just over nine per cent or one student in 11 of the 1973 intake.

By early this week 283 students had been granted a deferment out of a total new enrolment of 2980.

Virtually all those who applied were granted a deferment. A handful of students wanted a year off to do other tertiary courses but their requests for deferment were disallowed under the regulations.

The figures will change slightly as third round offers are processed and as more applications are considered. The final deferment figure is likely to be about 290 students, or almost 10% of the intake.

The nine per cent deferment figure is about four times the 1971 rate when 2.4% of the 2912 intake deferred.

Main reasons given for deferment were lack of finance, travel (especially Jewish students to Israel), returning to school (especially in science), to work and to gain maturity.

Faculty secretaries late last week wrote to the 60 or so people who put down financial reasons as their main reason for deferment. They will be asked if they want to revise their deferment decision, apply for a grant or loan and hence lower the final deferment figure.

This move follows the announcement by the Federal Government of a \$3 million grant to universities for aid to needy students. The Monash share of this money is \$231,060.

University officials are currently determining how the money will be allocated. Students affected by financial hardship should contact staff at the finance counter, western end, University Offices. For more details see page 2 of this issue.

The result of the liberalised deferment policy has pleased the Pro-Vice-Chancellor, Professor J. M. Swan, who originally proposed the scheme.

Prof. Swan believes a "rolling situation" will be established whereby those returning from deferment will balance those new students deferring. Some people were concerned that an

RECREATIONAL SPORTS

Internal recreational sports will resume in the first semester. This year it is planned to add basketball and table tennis to the already existing volleyball competition.

Anyone interested in participating or forming a team should contact Paul Jenes, the sports and recreation supervisor, at the Sports Centre, ext. 2099. The competition, which is mixed, is open to all Union members.

Mixed recreational fitness classes will also be held. Further information is available from Mr. Jenes.

overwhelming response might have caused problems to the enrolment system.

The individual faculty response to first year deferment has been as follows (the figures are the latest available and may change slightly).

SCIENCE: Of an intake of 649, 63 were deferred. Twenty of these stated that they wanted to repeat HSC—the students are probably hoping for higher marks to get into medicine.

Other reasons included: travel (3), religious purposes (5), employment (10), lack of finance (21) and to gain maturity (4). Last year 19 deferred.

ENGINEERING: Intake 350, deferments 35. Last year 12 deferred but a high HSC score was needed before deferment was granted.

LAW: Intake 335, deferments 22 (three not granted). Last year 15 deferments were granted.

ECOPS: Intake 484, deferments 37 (two not granted). Last year 22 deferments. Faculty officers said there were a number of country students who were daunted by the prospect of finding city accommodation and wanted to earn some money.

MEDICINE: Intake 163, deferments 7. Last year none.

ARTS: Intake 999, deferments 119 (10 not granted). Last year 40 deferments. Reasons given included: lack of finance (34), overseas travel (30), back to HSC (9), to gain maturity (27), miscellaneous—eg. family illness (19).

In 1971 the number of first year deferments were: Arts 28, Ecops, Engineering 6, Law 6, Medicine 3, Science 20.

The regulation governing deferred entry reads:

"That any student offered a place in a Monash faculty may, upon application to the Academic Registrar, and after an appropriate interview within the faculty, be granted a deferment for one year. Applicants would be expected to give their reasons for seeking deferment, but granting a deferment would not normally be withheld. The right to take up a deferred place would be subject to reconsideration if the student, during his deferred year, enrolled in another tertiary course."

THE MSO AT MONASH

The Melbourne Symphony Orchestra will play at Monash this month. The orchestra will present the second concert in the Monday lunchtime concert series at 1.15 p.m. on March 19, in the Robert Blackwood Hall.

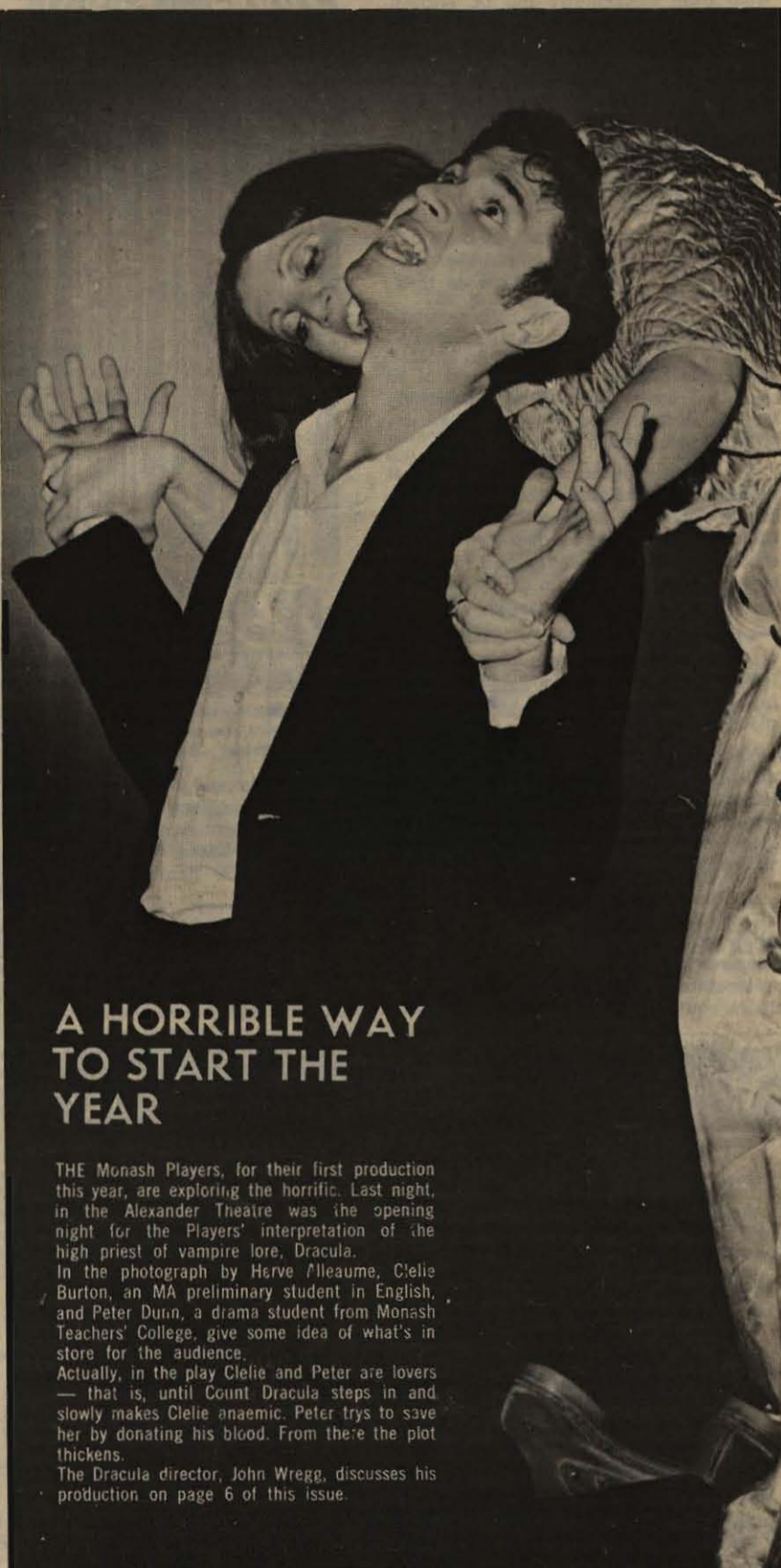


MONASH REPORTER

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A HORRIBLE WAY TO START THE YEAR

THE Monash Players, for their first production this year, are exploring the horrific. Last night, in the Alexander Theatre was the opening night for the Players' interpretation of the high priest of vampire lore, Dracula.

In the photograph by Herve Mlleaume, Clieie Burton, an MA preliminary student in English, and Peter Dunn, a drama student from Monash Teachers' College, give some idea of what's in store for the audience.

Actually, in the play Clieie and Peter are lovers — that is, until Count Dracula steps in and slowly makes Clieie anaemic. Peter tries to save her by donating his blood. From there the plot thickens.

The Dracula director, John Wregg, discusses his production on page 6 of this issue.

TABLE TENNIS TRIP

The Monash University Table Tennis Club has raised \$583 to send its star player, Bob Tuckett, to the forthcoming table tennis world championships and Commonwealth games.

Bob, 20, a third-year science student left last month with the seven-member Australian team. The Commonwealth table tennis games will be held in Cardiff at the end of March and the world

championships will be held in Yugoslavia in April.

The Monash club raised the money for Bob at a table tennis marathon held in the sports centre over two Sundays last December.

More than 40 players competed. The players were sponsored by the hour. The most money raised was \$40 by Victor Wiener and the club member who played for the longest period—12 hours—was Jerry Schnable.

Bob is ranked second in Victoria and fourth in Australia.

BRASS RUBBINGS DISPLAY FOR CHILD CARE

Four staff members from the medical faculty are presenting a brass rubbings exhibition at Monash next week to raise money for a project at the Queen Victoria Hospital.

They are Dr. David Murray and Dr. John Wells from biochemistry and Dr. Michael Parker and his wife, Anne, from medicine.

The 60 rubbings in the Robert Blackwood Hall exhibition have been collected by them during visits to Britain over the last few years.

The exhibition will open next Monday and run until Wednesday. Times are 9.30 a.m. to 4.30 p.m. each day, with an extra three hours on Tuesday night from 6.30 p.m. to 9.30 p.m. Admission is 50 cents and 20 cents for students. The brass rubbers will be on hand to answer questions on their work.

4000 brasses

Proceeds will aid the development of a child care centre for staff at the Queen Victoria Hospital, one of the six hospitals affiliated with Monash.

Dr. Murray explained that in Britain brass rubbings are taken from about 4000 figure brasses found in churches in the British Isles, especially in the south-eastern county churches of England. Permission must be obtained from the priest in charge before a rubbing can be taken in his church.

Relating their history, Dr. Murray said that engraved brass memorials replaced incised stone slabs, and they were introduced to England from Europe during the 13th century.

The oldest surviving brass, dated 1231, is that of Bishop Ysowilpe at Verden, near Hanover. There are now very few brasses in Europe. It is generally accepted that the oldest remaining brass in England is that of Sir John D'Abernoun, who died in 1277.

Dr. Murray said that as the prosperity of the middle classes increased, so did the variety of memorials. Brasses thus give an independent record of the changes which occurred in armour, civilian clothing and clerical costume over four centuries.



A RUBBING by Dr. Murray from Chart-ham, near Canterbury. The figure is Robert Sheffelde, who died in 1508.

He said the normal method involved was rubbing black wax over white detail paper, giving a "negative" result. Also available now are colored waxes, including gold and silver, which give a "positive" reproduction on black paper.

Brass rubbing has boomed in the last 20 years and these days the most popular churches have to be booked weeks ahead. The charge and time taken varies—normally up to £2 sterling and three hours.

MONASH GIVEN \$231,000 TO AID NEEDY STUDENTS

Monash has been allocated \$231,000 by the Federal Government to aid needy students.

The money is part of a \$3 million grant to all Australian universities and colleges of advanced education.

The Australian Universities Commission has informed Monash that the distribution details for the money will be left substantially to the discretion of the institutions involved.

The money will be given as grants or loans depending on individual circumstances. It will be available to pay fees, living allowances or other approved educational expenses.

In a Press statement announcing the scheme the Education Minister, Mr Beazley said it was designed to assist children who were suffering in a particular hardship situation, bearing in mind that fees had risen significantly in many institutions.

"I hope that the money will help students who have been made destitute by death in the family or through a natural disaster such as drought," Mr Beazley said.

"The money will help those students continue their tertiary education. Some loans will be free of interest depending on individual circumstances to be determined by the university or college of advanced education authority."

Monash officials are currently determining how the money will be used. Students with queries should contact the finance counter staff, western end, University Offices.

The money will be available to both new and continuing students who can demonstrate financial need. It is felt that the lack of vacation employment and the financial recession in country areas due to drought may have created financial problems for students who could normally make do with scholarship money.

Monash has been informed that the \$231,000 need not be expended in 1973 and students can be helped on a continuing basis although this would periodically be reviewed.

The University runs two other schemes offering financial assistance to students—the Students' Loan Fund and the Student

Assistance Fund. Students who do not meet the criteria of the Government grant may still be able to get aid through these funds.

The Students' Loan Fund primarily provides a large amount over a long term for students who have trouble finishing their degrees because of financial hardship.

The Student Assistance Fund offers a small loan over a short period to meet emergency situations confronting students.

Under regulations approved at the last meeting of the Monash Council the Student Loan Fund now provides up to \$1500 with no more than \$750 in any one year.

A further change in regulations means that long term loans may now be applied for at any time of the year instead of by March 31 each year.

The fund, which is administered by a six-member committee of Council, was financed by grants totalling \$62,000 from the State Government and \$50,000 from an anonymous donor.

Since its inception in 1963 the fund has lent a total of \$152,792 to 479 students at an average of about \$320 per student.

Applicants are required to demonstrate actual financial hardship, provide evidence of satisfactory academic progress and may be required to provide guarantees before being granted loans.

The purposes for which loans are granted must be related to the applicant's studies at the university, for example, fees, books and assistance with living expenses.

The loan fund offers two types of loans—a short term loan for 12 months or less and a long term loan that need not be paid back while still enrolled (5% interest is charged on the balance of long term loans from termination of enrolment until repayment is completed).

Immediate problems

The Student Assistance Fund, established in 1967, is intended to assist with more immediate and smaller financial difficulties, for example, medical bills or rent. Loans of up to \$100 will be granted for periods up to three months. No interest is payable.

So far 347 students have borrowed \$25,351 at an average of about \$70 each.

The Student Assistance Fund was started after a grant of \$2350 from the Monash Parents Group. This has since been supplemented from other Monash sources, and a donation from private business.

The assistance fund is administered by four trustees from the Union—Graeme Sweeney (Warden), Doug Ellis (Deputy Warden) and two members of the Careers and Appointments Office, Warren Mann and Lionel Parrott.

For further information on either fund, students should see the secretary of the Students Loan Fund, George Balla, on the first floor of the Union, phone ext. 3064.

WHAT WE'RE ALL ABOUT

THIS is the first issue of Monash Reporter for 1973—and the twentieth since it first appeared in its present form on March 1, 1971.

For the 3000 new students and staff it will be an unfamiliar journal, so perhaps we should start the new year with a brief restatement of its aims and objectives, and so try to establish its place in the plethora of publications that occasionally threaten to overwhelm the University.

The Reporter is published regularly by the Information Office and distributed throughout the University and affiliated institutions.

In our March, 1971, issue we outlined its aims thus: "... Monash Reporter will try to avoid striking editorial poses. It will not aim to be the 'official' voice of the University.

"Rather it will be an informal purveyor of news and ideas. Its columns will be open to anyone who has something constructive, intelligent and helpful to contribute. If there are any restrictions (other than those imposed by physical limitations of space), they will be on material that's abusive, scandalous, scurrilous—or illegal.

"In short, we hope Monash Reporter will provide a medium for news from all sections of the University and a forum for debate—conducted, we would hope, on a fittingly intelligent and civilised plane."

We like to think that the 18 editions of Reporter since then have lived up to that promise. We'll still be trying in 1973.

Reporter is one of a number of publications issued by the Information Office. Others include:

MONASH REVIEW: A periodical bulletin describing "What's new in education, research and community service."

SOUND: The "official voice" of the University—a broadsheet published once or twice a week, or as occasion demands.

FACTS ABOUT THE UNIVERSITY: A series of informative leaflets, now numbering eight, describing various aspects of the University and its activities.

Inquiries, contributions or suggestions concerning any of these publications should be directed to: The Information Office, 1st Floor, University Offices (extns. 2087, 3087).

FIRST GRADUATE

Monash's first graduate way back in 1964 has become president of the Monash Graduates' Association. He is the Rev. Brother Michael Lynch.

Brother Lynch, a bachelor of economics and a bachelor of education, was the first graduate from Monash in its first group of graduates in 1964.

ABORIGINAL SEMINAR

Staff and students are invited to attend a seminar on aborigines and politics to be held by the Centre for Research into Aboriginal Affairs on Wednesday, March 7 at 2.30 p.m. in R.6.

The speaker will be Professor C. D. Rowley, professor of political studies at the University of Papua and New Guinea. The seminar will deal with aboriginal political organisation and non-aboriginal resistance.

TUTORING TECHNIQUES

The Higher Education Research Unit will hold four two-hour sessions this month on tutoring techniques.

The seminars, which will be held on March 26, 27, 28 and 29 will involve the preparation and presentation of material and interaction between staff and students.

Any tutor wishing to enrol or wanting further information should contact the director of HERU, John Clift, on ext. 2849.

NEW SQUASH COURTS

Three new squash courts are to be added to the existing complex of seven courts, and they should be ready for use by the middle of next month.

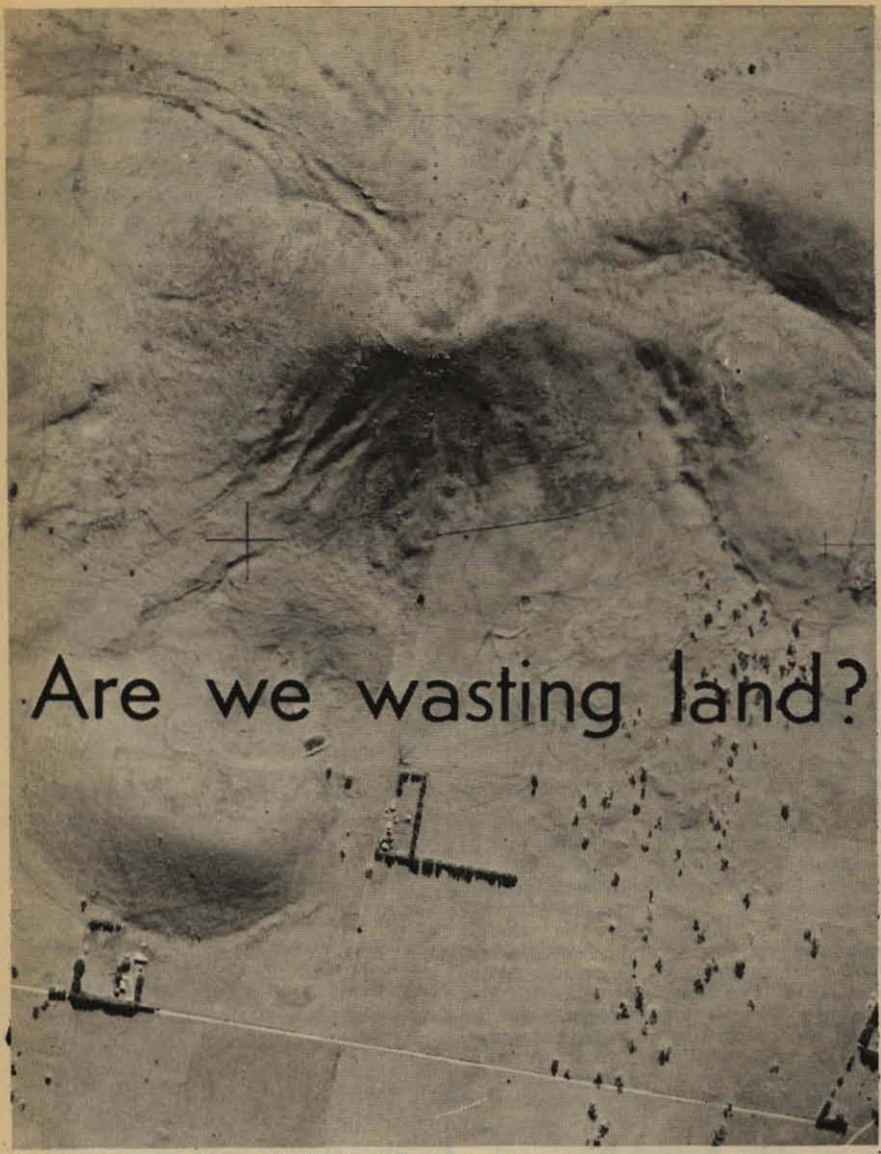
The new courts will be serviced by the existing change rooms and pathway.

They have been financed from a loan by the Union Development Fund which will be repaid at the rate of \$5000 per annum.

The Deputy Warden of the Union, Mr. Doug Ellis, said that a total of 13 squash courts was planned. "Back in 1965 only two were thought necessary but we built four and then another three and are still unable to satisfy the demand."

Mr. Ellis said that the courts were well patronised by both staff and students. A survey taken in the week between October 8 and October 15 last year showed that the courts were in use 81% of the time.

The Monash squash club has 40 teams in competitions.



Are we wasting land?

Above: A photograph from 15,000 ft. of the type of land the two geography lecturers would like to study. This was taken near Clunes, about 100 miles from Melbourne.

PLEA FOR RE-THINK ON VIC. LAND USE

Two members of the Monash Department of Geography are seeking financial assistance to undertake a study of the recreational potential in the volcanic landforms of the Western District.

Lecturers, David Mercer and Dr. James Peterson, consider the survey "an urgent and pressing need." They believe that many of the distinctive land forms in the Western District should be preserved by creating national parks for use as community recreation areas.

"The recreation assets and potential of many rural areas have not usually been considered when decisions concerning the choice of use in resource management have been made in the past," they said.

A widening of the field to include recreation use was now called for.

It was economically sound to make the best use of prime recreation assets.

"We consider that many of the volcanic landforms of the Western District, both for their unique form and because of their location, are such assets," they said.

Exciting interest

"Well-preserved volcanic landforms excite interest in the three eastern States where Pleistocene volcanism occurred.

"Yet, while many Australians have heard of the Glasshouse Mountains near Brisbane and the Warrumbungle Range and National Park in NSW, very few are aware of the more widespread and generally more accessible features of comparable fascination that are to be found in the Western District of Victoria.

"Here, not only are there volcanic cones but also more unusual landforms, including lake-filled explosion craters, stony rises and caves.

"A number of them are already accessible to tourists and others seeking recreation. Indeed, the explosion crater (maar) lakes are already a valuable recreation resource.

"However, the increasing recreation and tourist-generating potential of many other features is unrealised and it seems that unless action is taken, the preservation of the resources will become increasingly difficult as the years pass.

"While there is conflict of interest concerning the scoria cones such that some are already disappearing due to quarrying while others will be wholly or partially preserved, it seems unlikely that many of these and other potentially valuable features will be considered for uses other than mining.

"There should be a choice of use because of the competing demands of various sectors of the community," they said.

"The same applies to less conspicuous landscape elements such as younger lava flows lacking soil cover and lava caves."

Many of these features, Dr. Peterson and Mr. Mercer said, occurred on private property, mostly farmland.

"They are often a distinct liability to farmers because cultivation is not possible on, in or immediately around them, and they are a danger to stock.

"As a result, the stony rises and young lava flows without soil cover must be fenced off from those with soil cover and the caves have become dumping pits for refuse, dead animals, car bodies and the like.

"Thus they are of little use to those who own and have most ready access to them and are despoiled and made unattractive to others."

They said it would appear that in a large number of cases, local farmers were totally unaware of the recreational potential of the land and water resources on their land.

"In many parts of the affluent world, tourism provides a far greater financial return to the farmer than agriculture.

"This applies particularly to the provision of such things as overnight or vacation camping and caravan parks and water bodies for swimming or boating.

"Many of the lakes in the Western District immediately adjacent to the major highways carrying high tourist traffic flows in the summer months, for example, would almost certainly be used for recreation if the public was allowed access to them.

Increasing pressures

"The pressures are likely to increase year by year as recreation sites close to Melbourne become more and more crowded and people begin to search further afield for higher quality tourist locations."

Mr. Mercer and Dr. Peterson said that a survey would result in detailed recommendations concerning classification of features worthy of acquisition for tourist development, acquisition for protection lease to private developer and delayed exploitation or no exploitation and development.

"TALK MORE ABOUT DEATH"

It was a mistake for society not to talk more easily and naturally about the subject and prospect of death, Dame Ella MacKnight, a leading Melbourne obstetrician and gynaecologist, said at the December medical graduation.

"We are embarrassed by death and we try to avoid the subject," she said.

"How hard we make things for those who know they are going to die but who are not allowed to talk about it because all their friends and relations shy away from the subject. If the doctor is also to tell lies on the subject, to whom may the dying person turn?"

Dame Ella is honorary consultant gynaecologist and obstetrician to Queen Victoria Hospital and has been vice-president of the hospital's committee of management since 1963. She is president of the Australian council of the Royal College of Obstetricians and Gynaecologists and chairman of the blood transfusion committee of the Red Cross, Victoria division.

Dame Ella, who was awarded the honorary degree of Doctor of Medicine at the Robert Blackwood Hall ceremony, gave the occasional address on the topic "The Good Doctor." A total of 218 students received degrees, including 128 graduates in Bachelor of Medicine and Bachelor of Surgery.

In her definition of the good doctor, Dame Ella said three qualities were needed—the ability to form satisfactory relations with others, honesty and a questioning mind.

"If you do not have all these qualities then I beg you to spare your prospective patients and to enter a field of medicine in which you are not handling patients directly," she said.

FIDDLING IN GLASS

Have you ever seen—or heard—a kangaroo playing the 'cello? Or, for that matter, have you ever seen a glass menagerie representation of a kangaroo playing a 'cello?

Nevertheless, such an example not of musicianship but of glass-blowing exists—made at La Trobe University, but to be seen in a salon in Paris.

It is a long and involved story. Among the children of Professor Kenneth Hunt, Monash Dean of Engineering, is Tanya, who is studying under Andre Navarra, professor of 'cello at the Conservatorium National de Musique in Paris.

One of Navarra's delights in his Paris salon is a "yitrine", a glass cabinet containing many many examples in glass and ceramics of animals playing 'cellos, collected from all over the world.

But, Navarra greatly regretted that he had no sample from Australia. In the course of his Australian tour for the ABC in 1972, Navarra visited the Hunts, and expressed the hope that he might leave Australia with a figurine of a kangaroo playing a 'cello.

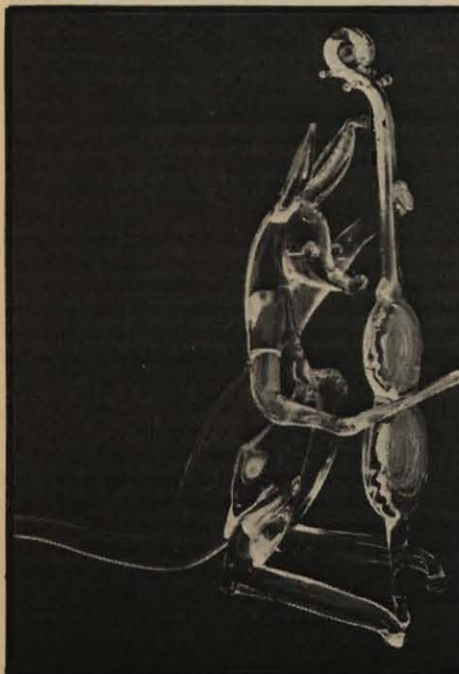
Right-oh, said Hunt. Enquiries at Monash's chemistry suggested that the artist for this should be Mr. Alf Ramsden of chemistry department at La Trobe.

With a few deft twirls and tensions in his own garage (after all, this was the weekend, and Navarra was leaving on Monday), Ramsden made it.

As Hunt says, no kangaroo has ever looked so much like Madame Suggia, in Augustus John's famous portrait, lovingly caressing the 'cello, with ear just a trifle inclined and nudging the scroll at the top of the finger-board.

Navarra was delighted, and promised to give it pride of place in his vitrine—the glass cabinet.

Photos: La Trobe University Audio Visual Aids.



Academics v. the media



Is there a basic antagonism between academics and journalists in Australia?

This was one of the main issues to emerge from a weekend conference between academics and journalists held by the Sydney University History Club and reported recently in the University of Sydney News.

The News reports that the question of antagonism between the two groups was best expressed at a general forum which concluded the conference.

Members of the audience accused the journalists on the panel—Robert Duffield ("The Australian"), Robert Peach ("AM"), Brian White (Macquarie Broadcasting Service) and Robert Moore (ABC "Monday Conference")—of "closing ranks" to counter audience criticism of the media.

"More of Moore!"

Mr. Moore, as chairman of the panel discussion, was asked to stop sitting on the fence and state his own view on the question.

The News says that Mr. Moore countered with some fairly trenchant criticisms of academics, after prefacing his remarks by saying that he thought the faults of journalism are very similar to those of academics in Australia.

"However bad newspapers, TV and radio are in Australia, academics don't do too well either," Mr. Moore said.

"There are hundreds of social scientists with a safe tenure, earning a very good salary by Australian community standards, and if they produce among them two books a year that are significant contributions to public understanding or public interest then I would be very surprised. And that seems to me to be quite scandalous.

"That is something, as academics, you ought to think about, just as we think about the faults of what we're doing."

In a concluding thrust, he remarked that the reason for the excellence of newspapers such as the "New York Times" and the "Manchester Guardian," which had been much praised by the audience, was their access to "a lot of very good academics . . . who write very well for newspapers or who write books very acceptable to newspapers."

"We don't really have a lot of those in Australia. Newspapers, TV and radio don't have the same number of articulate, interesting, available academics as in America or Britain."

Mr. Duffield asked the audience to have some sympathetic awareness of the problems—technical and other—facing the working journalist. He remarked that he considered the "strange antipathy" between journalists and academics was not all that real.

Some of the accusations made by the audience against the press in Australia were that there is no deep, critical, thought-provoking journalism in Australian newspapers; that because of this the press has been an agency which has promoted the conventional, apolitical Australian society; and that the press is held in contempt by the public because it knows the lines the Press Barons are going to dictate that their newspapers follow on many issues.

Mr. Duffield maintained that the journalists were raising the issues but from the criticisms made by the audience it was obvious that the journalists were not getting through to them, or the audience were just not reading the newspapers. (This criticism seemed to have some justification in view of admissions by some members of the audience that they did not read newspapers very thoroughly.)

Essential dynamic

A member of the audience, supporting Mr. Duffield, said that the criticisms made by the audience failed to grasp the essential dynamic of newspapers, which have to appeal to both the public and advertisers.

Commenting that he thought this a good statement, Mr. Duffield said that responsible journalists aimed for quality. However, they were restricted by the economics of the newspaper. A newspaper must be viable in a circulation sense, and the space available to the journalist was dependent on the amount of advertising support forthcoming.

"Papers are not produced in vacuums. They are produced—with their need for immediacy—with all sorts of restrictions imposed by the requirements of technical production."

He said the responsible journalist would try to achieve the best he could within these limitations, but compromises were necessary.

"What I think is wrong is for a group like this to impose upon the press some sort of responsibility which it is by its very nature incapable of carrying out. We can't produce a paper for the sake of the social uplifting of the people."

"Not our duty"

This was one of the key points that Mr. Duffield attempted to make in his defence of journalism in Australia: that "most working journalists don't feel that it is our duty or function to mould the thinking of everybody else."

"I've been speaking at university conferences since 1967 and everytime I get it: Why aren't you moulding public opinion a different way? Why are you the creatures of Murdoch or Packer or Fairfax or whatever? And the direction of the question in each case has been: Why don't you go out and mould it a different way?"

"But I don't see that it is the role of anybody from me up to go out and tell the people how to think. And you get this dichotomy: so it is a capitalistic and monopolistic press which is leading everybody to vote Liberal. Then you say: But you didn't read our leader about recognising Communist China or the one claiming that strikers can sometimes be right. And these sort of things do appear. But we said these things as a matter of opinion for our readers to judge; not as big brother trying to dictate to them, telling them what to do."

The proprietors

Mr. White supported Mr. Duffield in his contention that journalists were not the "creatures" of the proprietors.

He acknowledged that the proprietors interfered but, he said, "this is a fact of journalistic life that just has to be lived with in the current situation of the ownership structure of the press."

He said that people don't have to read what the newspaper owner is saying and, in fact, very few people do.

"All surveys of newspaper readership show that the editorial comment is one of the least read sections of the newspapers, and I think that to accuse the newspapers of having any particular influence on elections or any other thinking is really not very well based."

NSW attempts to bridge "the strine gap"

The student counselling service at the University of NSW will hold a four-week course starting in April to help overseas students who are baffled by Australian slang.

Organisers say the course is an attempt to bridge "the strine gap."

Mr. Bob Hay, a psychologist and student counsellor at the university, said: "There are, of course, a number of factors leading to loneliness for overseas students and one of them is the language barrier.

"Because they have been taught more formal English in their own countries they may fail to recognise overtures of friendliness in the Australian way."

Mr. Hay gives the following as an example of what the overseas student faces: "I went to a bucks' party the other night. There was beer laid on. I got in for my cut.

"Everyone wanted to yak. I decided to stick around until the party finished. Someone asked me what I did for a crust. I said I had to work like a Trojan. No one could call me a bludger."

Use of computers being examined

The Australian Advisory Committee on Research and Development in Education (the Partridge Committee) is financing a project to determine the use made of computers in Australian education.

Four university people have been awarded a grant of \$11,000 to undertake the survey and to report back to the Partridge Committee.

They are Professor A. J. Wearing, professor of psychology at Melbourne University, Professor D. Fitzgerald of New England University, Dr. Brian Carss, reader in education at Queensland University and John Burke, formerly of Monash.

Mr. Burke last year was a part-time lecturer in education. He is now involved with the "Learning Exchange", a centre in Armadale which collates and dispenses information on education.

A detailed questionnaire will be sent out to people using computers.

Anybody who would like to take part should contact Professor Wearing at Melbourne University—he is the chairman of the four-man survey team.

Mr. Burke told the Reporter that there was concern about possible computer wastage, for example, by duplication of work. This had been a problem with computer work in the US.

He said the survey wanted to determine the use and success of computers in fields like storage of records, simulation of experiments, individual instruction and the processing of exam results.

The committee would like to hear from anyone with an interest either in the current or intended use of computers, or in the social and educational questions surrounding their use.

The information gained by the survey would be useful in future decision making on computer application.

Education radio doubles courses

Adelaide University's educational radio station, VL 5UV, is proving a success and this year it will offer 24 courses—almost double the number presented last year.

In its six months of operation last year the station had 1200 registered listeners and it wants to increase this to 3000 this year.

Some of the topics the organisers plan to broadcast this year include urban Aborigines, parent-child relationships, economic issues in Asia, ecology in the family and colour television.

The station has also acquired from the NSW Medical School of the Air eight one-hour programs dealing with specific learning difficulties.

VL 5UV is operated by the university's department of adult education. Most courses contain eight to twelve 30-minute lessons. Course texts cost from \$5 to \$12.

Two surveys on student finance

The Federal Government has agreed to conduct two surveys to determine how money, or lack of it, affects tertiary students.

The surveys will be done this year by the Federal Department of Education in co-operation with the Australian Union of Students.

One survey will look into the income and expenditure patterns, and financial needs of tertiary students in all states.

The other will determine the extent to which financial factors affect acceptance or rejection of places offered to matriculants in Victoria and South Australia.

The outgoing education vice-president of AUS, Andrew Bain, said the surveys would be a major breakthrough in developing sound policies on student financing.

"We simply do not know how many students are excluded from university for financial reasons, or how many destitute students there are."

NOW THERE ARE EIGHT HOUSES ON THIS SPOT . . .



. . . THE NEXT STAGE AT FINKE IS A FACTORY

After a year's post-graduate work at Monash, Presbyterian missionary Margaret Bain returned last week to her people, the aborigines at Finke, a small Northern Territory settlement.

The settlement, known as Apatula to the aborigines, is at the north eastern end of the corroboree route and just a short distance away from the houses of white Australians.

Miss Bain first went to Finke in 1961 while working at the Ernabella mission in the north of South Australia.

Then, she visited Finke for supplies. She watched the conditions of the Apatula people gradually deteriorate and she decided to move there in 1968 to give whatever help was asked.

Miss Bain will return to Finke to see the beginnings of a long held goal of the Apatula people.

Eight houses have been designed and built by the aborigines with the help of Alice Springs architect, Andrew McPhee, and builder John McNeil, who gave up his job to help at Finke.

And this, Miss Bain hopes, is only the start.

During the period she stayed at Finke the aborigines formed the Apatula Social Club and applied to the Treasury Department for a \$74,000 loan to develop a factory to build prefabricated houses.

"The loan has been approved in principle," Miss Bain said. "But only money for living quarters has come through so far."

She explained that the money for the factory was most important.

"Without a factory there won't be nearly enough employment and the people can't live in houses without some money.

"The factory will continue to help the aborigines through wages and profits made and will allow them to create their own

houses in whatever form they choose."

Miss Bain said that at the time of applying for the money she and the club had felt so certain that their idea was a good one and potentially successful that they preferred to ask for a loan rather than a grant.

"Probably we were a bit naive and would have our money by now if we had asked for a grant," she said. "But instead we have had to wait for the Treasury officials to come and make sure that the project is a viable one."

Word of caution

Miss Bain is reasonably optimistic about the future of the settlement at Finke but did utter a word of caution to potential do-gooders among White Australians.

"It is so fatally easy to be paternalistic, people want to be helpful but must be careful," she said.

"If someone asks me 'what can I do to help the aborigines?', I tell them 'nothing' because they want to dictate the terms of their help.

"We can help aborigines to get the ball at their feet but we can't tell them what ball they want or make them kick it."

During this year Miss Bain will be returning to the Anthropology and Sociology department at Monash to see her supervisor about her M.A. thesis, "Black and white contact—the implications of opposing views of reality."

After her masters degree Miss Bain plans to remain at Finke for "as long as I can usefully be there."



THE two photographs above of Finke were taken by Miss Bain in 1970. The bottom scene hasn't changed much since then — Miss Bain describes it as the summer residence of visitors to Finke. But there are now eight houses on the spot pictured at the top of the page, seven of the houses just last week got the water on. The next wish at Finke is a factory.

MONASH PARENTS FORM CHILD CARE CO-OPERATIVE

The lack of facilities for the care of the children of staff and students has led to the recent formation of the Monash Community Family Co-operative.

The co-operative steering committee has made a submission to the University Housing and Transport Committee for land on the Blackburn Road site to be set aside for a child care centre capable of accommodating 150 children.

The committee has agreed in principle to the submission and has been asked to identify a site as soon as possible.

In the meantime the steering committee intends to rent a University house at 1 Duerdin Street when its present tenant leaves and to use this as a centre accommodating approximately 23 children. The co-operative will run the centre at Duerdin Street and work towards the establishment of the permanent centre.

Shares in the co-operative will be valued at \$10 and on joining a member will be required to pay 10% of the share value, i.e. \$1. On leaving the co-operative the shares may be sold to any member or prospective member or cancelled with the co-operative's permission.

It is hoped that finance for the long term development will be raised in part from government grants, A.U.C. grants and from the University and allied institutions. The residue will be raised by bank loans which will be secured by the unpaid share capital subscribed by the members.

Finance for the short term development at Duerdin Street will be raised by a small bank loan and by offering priority for places according to the date of purchase of a block of 50 shares.

The constitution of the co-operative has been drafted to enable the organisation to be registered as a co-operative society under the Co-operation Act and as a benevolent society under the Hospitals and Charities Act.

The society thus entitles itself to the advantages of a legal personality and to a treasury guarantee for loans it raises, as well as to sales tax exemption and exemption from filing tax returns. It becomes a charitable institution and gifts made to it of \$2 or more will be tax deductible.

Seven directors

The co-operative has seven directors of whom at least four must be employed full-time by Monash University at the date of their election and of whom at least four must be holders of 50 shares in the society.

The centre will accommodate children of staff and students at the University as well as children of people residing or working in the district. This will enable the centre to qualify for Federal government subsidies available under the Child Care Act and for State government subsidies.

METAL CUTTING ESSAY WINS ENGINEERS' PRIZE

Glenn Chapman, a graduate in mechanical engineering has been awarded the 1972 Ian McLennan Prize by the Victorian Branch of the Institution of Production Engineers (London).

He based his winning essay, "Thermal effects in metal cutting," on his final year project in 1971 done under the supervision of Dr. Guenter Arndt, senior lecturer in mechanical engineering.

When metal is cut by the relative motion of tool and workpiece, heat is necessarily generated, which raises the temperature of the tool, the workpiece, and the chips that are removed. Glenn's work looked at these several effects. The economic problem arises from the increased wear of the tool at higher temperatures.

The prize was presented at the institutions dinner late last year at which the Vice-Chancellor, Dr. J. A. L. Matheson, was the guest speaker.

The Committee is having a membership drive and would be pleased to hear from anyone interested in joining, either as an ordinary member by taking out one share, or as a priority shareholder by taking out fifty shares.

Anyone interested should contact: Mr. A. Van den Bergen, chemistry, ext. 3623; Dr. P. Elmes, chemistry, 3598; Mrs. J. Williams, law, 3318; Mrs. J. Mercer, anthropology and sociology, 2979 and Mrs. S. White, anthropology and sociology, 2983.

OVERHAUL OF JOB SERVICE IS URGED

To meet present and future demands, the Commonwealth Employment Service needs a complete overhaul, according to Monash Careers and Appointments Officer, Warren Mann.

Mr. Mann was writing in the December 8 issue of the Monash careers office publication, "Careers Weekly," about the changes he believed should accompany the recent change in Federal government.

"In particular the Commonwealth Employment Service should be recognised as a career service through which dedicated and competent people may make a substantial part of their personal careers," Mr. Mann said.

"The present arrangement by which not very effective clerks are encouraged to see it as their means to preferment in the service must be dropped in favor of one which encourages the employment of well-educated and experienced people who are sincerely interested in assisting young people—and others, of course—to plan and develop their careers." Mr. Mann said that they must be backed by adequate research and resource development facilities.

Mr. Mann claimed that the change of government would make Australia a better place for graduates to work in. "New initiatives, new approaches, new policies will call for people of vision, of imagination, of intrinsic ability and—or capacity for constructive thought," he said.

Mr. Mann went on to list some of the needs which he thought most important in the employment-career field.

Means must be found to ensure that every school child had available realistic advice and information, based on adequate research, so that the child could understand the likely career implications of his various education decisions. "This is an essential facet of education that has been shamefully neglected in the past, and for the development of which we have cause to hope that a favourable climate of opinion may now exist in government," Mr. Mann said.

Mr. Mann said the community needed to know far more about what happened to the 'products' of tertiary education—what effect the various elements in their education had on their careers, why they accepted and left their jobs, what qualities they had that were well regarded (or otherwise) by employers, and whether there was any valid justification for these preferences. This was a difficult and expensive job for which specific financial assistance from the government was needed, he said.

Mr. Mann further suggested that educational facilities available to overseas students—and the students' subsequent employment in Australia, if any—should be fully investigated.

He queried whether the education provided in Australia was adaptable to the various cultures in South-East Asia.

THEATRE AT MONASH



ABOVE: The epitome of children's fairy tales: Cinderella off to the ball. In the Monash production, Cinderella was played by Geraldene Morrow. The photograph was by Vladimir Kohout.

THE GLASS SLIPPER

Over the vacation break, Monash held its third Christmas pantomime, *The Glass Slipper*.

The pantomime ran, morning and afternoons, through most of January to houses that were enthusiastic and encouragingly full in the Alexander Theatre.

Here, from Herbert and Eleanor Farjeon, we had a genuine pantomime in the style of the last century or two—a dramatic performance based on a well-known story, with denouement as a transformation scene, with broad comedy and dancing.

Not one transformation, but three—from rags to riches, back to rags at midnight, to riches again when the foot fitted the slipper—without the aid of shoe horn or soap!

The actress for the occasion, Geraldene Morrow, made a captivating Cinderella; and Margaret Quaine a menacing stepmother. Laurie Lane and David Dodd obviously enjoyed playing with gusto the ugly sisters.

The speaking was good, the singing by and large less than adequate: this reviewer couldn't translate it into recognisable English, perhaps the youngsters did—I doubt it.

Sets, by Laurie Lane, were attractive and efficient; the dressing, collected from all over, was colourful and rich.

The ballroom dance opened not with the romantic waltz, but, bless them, with mod—a nice touch.

The stage work was first class, the simple magic worked wonders—the jogging broom, the rocking chair, the eranking pump.

Everyone lived their part, even that miserable, unmentionable father who let his harridan wife and stepdaughters take it out so on poor Cinderella, but none more fully than Angela Hill as Zany the dumb fool—a superb performance of true mime.

As the songs and chorus competed with chatter from the house, the youngsters were brought to life with two or three prize pieces of audience participation (although I did hand my chocolate frog to a youngster).

A jolly good show. In the struggle to meet the demands of 4 to 40, or even 8 to 80, the oldies probably came out best; for the youngsters, 2½ hours were too long.

We look forward, Melbourne looks forward to next year's selection.

— Gilbert Vasey.

Ed. note: Of the three Monash pantomimes, *The Glass Slipper* has attracted the largest audience—11,299, including 7,691 children. This is about 700 more than last year.

With the University's new student theatre director, Nigel Triffitt . . .

EXPECT THE ODD MANIC THING

A spectacular but not too serious renaming ceremony for Monash complete with fireworks and puppet shows?

A game of snakes and ladders on the lawns with referees directing human counters up and down?

Midsummer night madness?

No, merely part of the approach to theatre with a sense of humour which the newly appointed Director of Student Theatre, Nigel Triffitt, hopes to introduce to the campus this year.

Fresh from a series of productions last year at St Martin's Theatre, 23-year-old Nigel is full of ideas for putting new life into student theatre here.

"My aim is to provide too many ideas," he said. "I don't expect that half of them will be used but at least a few might encourage students to try something different, to be more interested in exploration."

Nigel feels that perhaps the concept of theatre at Monash is a trifle limited and he hopes to instigate new forms in the way of fun events, games, musicals and outdoor theatre.

"A large number of one shot events,"

Nigel explained. "A bit rough but with lots of energy behind them," he continued.

"The normal type of production does not provide a freeing atmosphere."

"Theatre should help to liberate fantasies, to create new rituals."

And how does Nigel hope to do all this?

For a start he is planning to have three or four workshops weekly "to awaken awareness and the discovery of new energies." The rest should follow.

"My job is an advisory one," he said.

"So I will do what students come and ask me to do."

Major production

Nigel said that he was also expected to direct one major production a year. This year it will be for Monash Players.

He said he hoped the established theatre groups at Monash would not be suspicious

of his ideas and would use them, however, "that is their prerogative."

"I think that they expect me to do the odd manic thing."

Nigel would also like student theatre to get out into the community — "to become mobile, to get a big lorry and go to playgrounds and schools and give the kids some new ideas and fun."

And what support will he get?

As yet Nigel does not know what sort of budget he will have or what sort of interest he will provoke among students.

He has considerable experience with university groups at workshops and he conducted the drama course in this year's Monash Summer School.

"This could be the most exciting 18 months of my career," Nigel considered — "or the most depressing: I'll be as busy as the students want to make me."

—by Mieta O'Donnell

COUNT DRACULA FOR PLAYERS

People, it would seem, like to be frightened. The popularity of vampire-lore is amply evidenced by the perennial aberrations on the silver screen.

What psychological quirk demands terror for pleasure?

It's an interesting question. I leave the answer to minds more learned in sado-masochism than mine.

Horror and suspense are very delicate phenomena; as they are produced in the theatre under the atmosphere of suspension of disbelief, the border between catharsis and farce is as treacherous as it is elusive.

Monash Players for their first production this year decided to delve into the horrific. We are presenting *Dracula*, a play based on the novel by Irish-born Bram (Abraham) Stoker (1847-1912).

For all its variations and airings at drive-ins, *Dracula*, as a play, has been rarely performed in Melbourne.

We have approached the play seriously — a mixture of Artaud's Theatre of Cruelty and of Stanislavsky. The result is a realism aimed at creating a credible atmosphere and thus genuine suspense.

The dramatisation of Stoker's *Dracula* had its London premiere on February 14, 1927, at the Little Theatre — according to reports, complete with uniformed nurses in attendance to administer to the fainthearted. The play ran for 391 performances, and for more than three years in the provinces.

Briefly the play's history is as follows. Stoker was a theatrical business manager who also wrote novels. *Dracula* was his fifth novel; four more novels followed.

Years passed before the story was adapted for the stage by actor Hamilton Deane (1891-1958), son of one of Stoker's childhood friends. An American entrepreneur took Deane's 1927 dramatisation to New York; somehow, during the transatlantic crossing, *Dracula* acquired a collaborator, John L. Balderston (1889-1954).

Together, Stoker, Deane and Balderston have left a technically demanding play.

We trust our production of *Dracula* will appeal to new students as well as to the general university audience.

It will be held in the Alexander Theatre at 8 p.m. Wednesday to Saturday nights, from February 28 to March 10, with a 2 p.m. matinee on Wednesday, March 7.

—by John Wregg, who will direct *Dracula*



● Nigel Triffitt, director of student theatre.

SUMMER SCHOOL WAS BEST YET

Monash has just completed its fifth, and by far most successful, Summer School. More than 1500 participants attended the 65 courses in subjects ranging through the arts and crafts, sports, practical and technical topics.

A study carried out last week by the organisers of the Summer School shows that nearly 50% of all participants were students (Monash University or other, including secondary students), 14% were engaged in commerce and industry, 12% were from the teaching profession, and 11% were housewives.

The enormous response to the courses indicates that the Summer School is fulfilling the day-to-day needs of a cross-section of the community. Most classes were completely booked within days of enrolments opening. Nearly 2000 applicants were turned away.

One of the most popular courses this year was motor car mechanics, where there was a waiting list of 250.

A surprising number of women attended the intensive three-day series of lectures and demonstrations designed to provide car-owners with useful and practical information.

Other new subjects introduced with success this year were chess, judo, fencing, Australian native plants and their ecology, Aikido (the traditional Japanese form of self-defence) and stained glass window-making.

More interaction

The Summer School organiser, Union Activities Officer, Vicki Molloy, would like to see more interaction between groups involved in related fields, such as music, dance and drama, and the crafts.

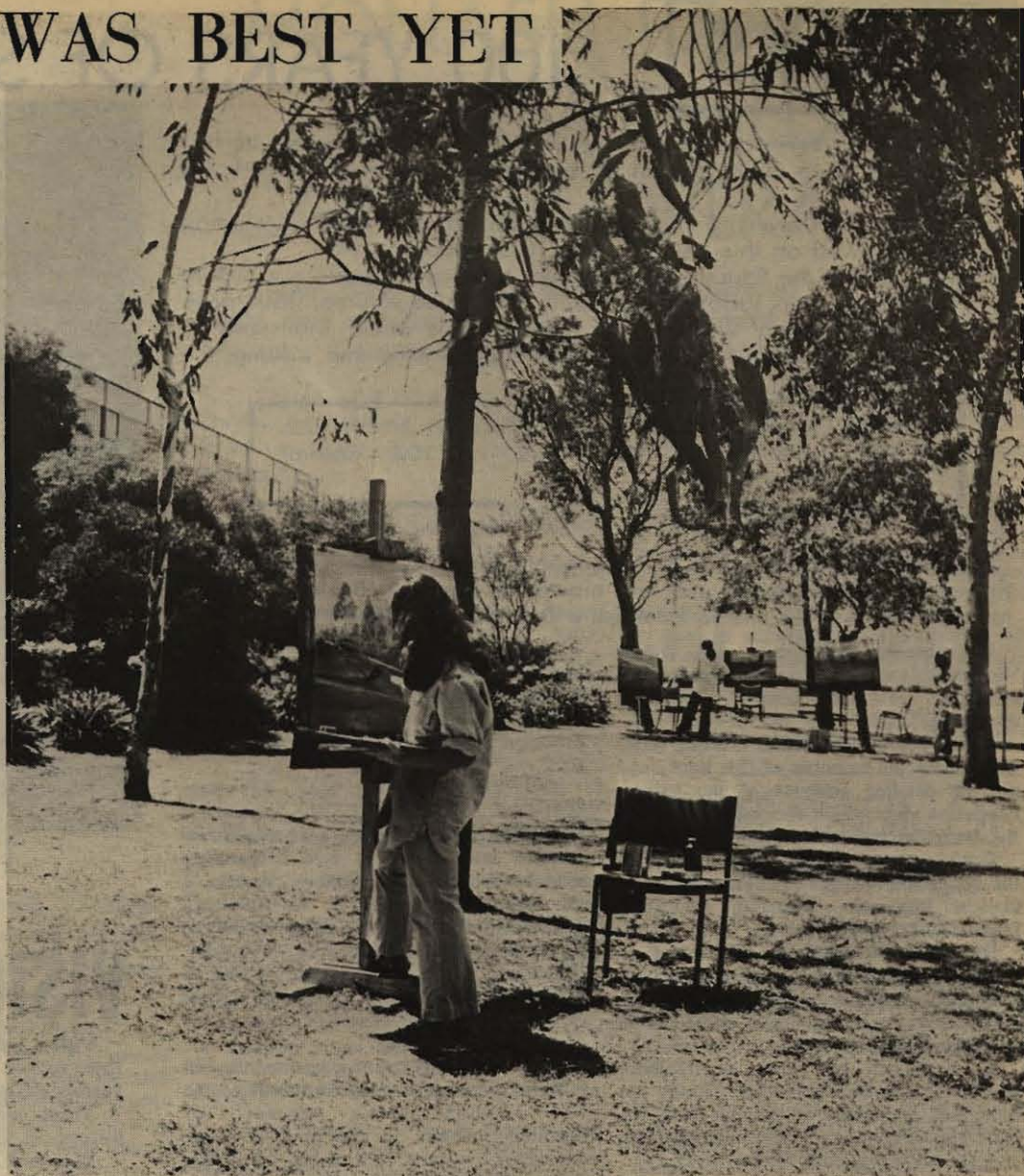
She also believes it a pity that many of the outside Summer School students only get a fleeting look at the university. They come to do their course, have a cup of coffee in the Union and that's all.

Further, each year a number of country people travel long distances to attend the school. They would appreciate taking part in as many university activities as possible, not just their Summer School classes.

Could more entertainment and social activities be provided by students, groups and university departments?

Ms Molloy suggested that catering facilities, especially in respect of evening meals, should be extended to the summer period, and coffee shops on the campus would foster a greater interaction between various groups.

It is hoped to be able to provide classes for a greater-number of people next year. Limited facilities, particularly workshop space for the fine arts and crafts, will be the major problem.



BELOW: Fencing was introduced into the Summer School for the first time this year. The instructor, John Fethers, closely watches the style of two of his eight students. Mr. Fethers is a former holder of British and Australian amateur and professional titles. Photo: Herve Alleaume.

THE Monash campus was the subject matter for students in the painting class. The five-day course, run by Wesley Penberthy, involved painting to music, landscape, figure drawing, painting the figure and monotypes. After the effort outside Mr. Penberthy discussed the paintings with the class. Photos: Ben Baxter.



HEAD OF NEW EDUCATION CENTRE IS ANNOUNCED

Dr. John McDonell has been appointed Monash University's first Director of Continuing Education.

Dr. McDonell, 46, is a senior lecturer in physics and former executive warden of the University's Halls of Residence. He is expected to take up his new post in September on his return from study leave overseas.

The proposed Centre of Continuing Education will be responsible for:

- Assisting deans, department chairmen and others involved in organising refresher and other non-degree courses for graduates and others with appropriate qualifications.
- Organising and assisting with seminars and conferences at a local or national

level on issues of political, social, cultural, scientific, technical or economic concern.

- Collaborating with educational research and cultural bodies within the university to develop work in these fields.
 - Collaborating with the Council of Adult Education and with people and organisations in other universities and the Victoria Institute of Colleges in the development of special courses.
 - Investigating the possibility of organising summer courses of a "bridging" or "remedial" type.
- The Centre will also investigate the

possibility of starting courses by radio and television.

The Vice-Chancellor, Dr. Matheson, said that Dr. McDonell's appointment marked an important new phase in the University's development. It was hoped the new Centre would play a significant role in meeting the new demands that today's society placed on the education system.

These demands covered not only the presently accepted forms of refresher and in-service training courses for graduates and other qualified people, but also a whole new range of demands from adults seeking to adapt to a rapidly-changing society.

BOOKS

100 YEARS OF STATE EDUCATION

JUST over 100 years ago, on January 13, 1873, Victoria opened its first State schools. Two major publishing events have occurred to mark the centenary.

First, Melbourne University Press has issued a series of books, including the one reviewed on this page on the 1872 Education Act. Second, in 1966, the Education Department decided to produce a history of State education in Victoria. The result, the three-volume, 3500-page *Vision and Realisation*, was officially launched this week. Thousands of people were involved in collecting, collating, writing and editing the mass of material.

Secular, Compulsory and Free, The Education Act of 1872.
By Denis Grundy, MUP, 1972, vii, 103. Recommended price \$3.

By JOHN LAWRY, senior lecturer in education.

Although all Australian States adopted much the same solutions to the education question in the late nineteenth century, Victoria was first to make the changes and to establish a Department of Education.

Undoubtedly each state will follow Victoria's example in celebrating the centenary of state control of public education.

It is hoped that historians in other states will follow the example of this book, and provide detailed analyses of the various Education Acts which formed the basis of the Australian public education systems.

Grundy covers a much broader field than the Education Act of 1872 in attempting to explain how the Victorian Education Department came into being.

He draws attention to the extent to which clever political opportunism and practical economics rather than ideology determined the outcome in 1872, as in recent state-aid policies.

By extending his frame of reference beyond Church-state relations, Grundy has developed arguments at variance with the more conventional explanations of the main educational events from 1862 to 1872.

Common schools

The continued existence of the Common Schools system was threatened because Parliament found itself unable to control the costs of schooling, "given the Board's independent control of funds under the 1862 Act, which seemed an unacceptable denial of parliamentary responsibility for public spending." (p.17).

Higinbotham's Royal Commission of 1866 and Education Bill of 1867 did not produce "a positive declaration of the principles of state schooling in a secular liberal state" in 1872. (p.20).

The result was pragmatic legislation providing for more efficient control over educational policy and administration, by expelling church schools from the existing system and establishing centralised ministerial control.

The content of the McCulloch Education Bill of 1870 and the lack of public interest in its fate throws doubt on the argument that anti-sectarianism allowed only a secular solution to the education question in 1872.

It is somewhat surprising, in a work with few methodological blemishes, and few conclusions that will be disputed on the evidence presented, that Grundy's account appears to ignore the discussions related to the English Education Act of 1870, the growing strength of the Civil Service, especially Treasury bureaucracy, and the accumulation of ministerial experience in the operation of responsible self-government.

The committee stages of the Education Bill in the Legislative Assembly and the whole debate in the Legislative Council are not examined in detail. This seems an inexplicable omission as it prevented Grundy from analysing the voting behaviour of the politicians, which might have clinched the argument that they passed the Act because it was deliberately ambiguous on crucial issues.

Grundy appears to have ignored the influence on the passing of the Act of the nineteenth century liberal belief that the majority view must prevail in a modern monolithic state.

Finally, his claim that the "Catholics began to organise their own school system" (p.93) after the Act was passed can only be regarded as an unfortunate lapse of precision: such beginnings were older than that.

The Education Act may not have contained everything its supporters advocated, and it may not have established features later "used to defend the state school system." (p.5). However, readers of the debates, especially J. W. Stephen's speeches, are left in little doubt about the Act's three cardinal principles — "secular, compulsory and free education" — and its fundamental method — ministerial control of a general uniform system of state schools over the whole country.

Stephen, in Parliament, presented the Bill in terms of the powers required to overcome the long-standing threat of denominationalism to the general secular education system introduced by the Common Schools Act of 1862.

Grundy returns to these principles as he presents, with considerable skill and insight, the reaction to the debates of the Age and the Argus, the Churches and other groups. He seeks to discover what those who passed the Act expected to gain from its operation.

Centralisation and ministerial control, introduced at the expense of local committees, certainly removed sectarian influences from the schools, and removed the possibility for many years to come of incorporating local control and influence in school administration.

The Education Act of 1872 established the educational orthodoxy of a state department under ministerial control. Grundy's account provides a fine basis for examining the subsequent achievements of the state system of education and its contemporary problems as it enters its second century.

New edition of Asian guide

A revised second edition of David Jenkins' highly successful book, "Student Guide to Asia," is now available at the Union bookshop and at the AUS travel office.

All 5000 copies of the first edition were sold, mostly to overseas student travel organisations and on Australian university campuses.

Peter Hicks, the AUS national travel officer, said that 10,000 second edition copies would be printed with about 6000 for the overseas market.

Peter, a former Monash student, said that several large orders for the second edition of the guide book had already been received from New York and London travel firms.

"It is the only real attempt at a young person's guide to this part of the world," he said.

Additional information on some countries, updated prices and revised maps are among the changes in the second edition. A review of the first edition appeared in Reporter No. 17, September, 1972.



ABOVE: A photograph from the Education Department's centenary history of the developing rugged Australian male — even if in neck-to-knee bathers! Schoolboys at Dergholm, 20 miles north-west of Casterton, learnt to swim at the local waterhole.

VISION AND REALISATION

Vision and Realisation: A Centenary History of State Education is the title of a three volume history of the Education Department released last Monday to mark 100 years of State control of education.

Vision and Realisation exceeds 1½ million words in length. It contains concise histories of 5362 State schools, many of which have long since disappeared.

This work represents one of the largest historical research projects ever undertaken in Victoria. Its thousands of contributors include educationists, parents, local historians, journalists, parliamentarians and well-known authors.

For the first time every school that has functioned under Departmental control has been traced and information about it collated.

Volume II records the stories of schools in the Wimmera, Mallee, Glenelg, Loddon, Corangamite, Barwon and Central Highlands Regions. Volume III deals with schools in the Goulburn, Upper Goulburn, Upper Murray, East Gippsland, West Gippsland and Port Phillip Regions. These two volumes constitute Books 13 to 26.

Seventeen regional editors, all teacher-historians, accepted the responsibility of editing the histories of schools and writing the regional introductions.

Fifty district education history committees, each under the chairmanship of a district inspector and representing the interest of all types of State schools, administered local research and writing programs. The secretaries of district education history committees worked in close association with thousands of teachers and others who investigated and wrote individual histories.

Volume I of *Vision and Realisation* begins with an introduction by the Deputy Premier and Minister of Education, Mr. L. H. S. Thompson, and a centenary message from the Director-General of Education, Mr. F. H. Brooks.

This volume, researched and written by eight specialist authors and lavishly illustrated, records the department's story.

The twelve books of Volume I are: Origins and Foundations; The Time of the Common Schools; Free, Compulsory and Secular; The Primary Division; The Secondary Division; The Technical Division; Education and Supply of Teachers; Special Services Division; The Organisations Complex; The Teacher in the Community; Current Trends; Education Personnel.

The appendices include a list of all significant Acts relating to State education in Victoria and a guide to major events. Each volume is indexed. Volume I also has detailed reference notes for Books I-II and a comprehensive bibliography.

Work on the three volumes began in 1966. The general editor was Mr. L. J. Blake, an inspector of schools, who was supported by the department's history officer, Neville Drummond and a team of research officers and sub-editors.

The book will be available from the Government Printer, at \$8 for Vol. I and \$6 each for Vols. II and III.

Note: The Education Act, 1872, was gazetted on December 20, 1872, and the first State Schools opened on January 13, 1873.



LEFT: The first schoolhouse in Melbourne. It was opened in 1837 in William St., near the corner of Little Collins St.

Over the last 12 months Melbourne University Press has published seven titles in the series "The Second Century in Australian Education". Two of the books are reviewed on these pages.

The general editor is Professor R. J. W. Selleck, professor of education at Monash.

Two more titles will be published this year — the second is "Knowledge, Curriculum and Change" by Professor P. W. Musgrave, professor of sociology of education.

The Psychology of Creativity by Margaret Gilchrist, MUP, 1972. Recommended price, \$2.97.

By KENNETH McADAM, senior lecturer in education.

For the last few years "creativity" has been one of the most "in-words" in education — a state of affairs which has, predictably, led to a profusion of publications on the topic.

Despite this, there is a continuing, and perhaps deepening, confusion about the concept itself.

Definitions reflect almost irreconcilable polarities. Ausubel, for instance, suggests that "only the rare individual who makes a singularly original and significant contribution to art, science, literature, philosophy, government, and so forth, can be called a creative person."

At the other extreme, Ghiselin suggests that creativity is "the process of change, of development, of evolution, in the organisation of subjective life"; while Schachtel sees it as being related to "the openness of the individual to the world around him."

More moderately, and perhaps more acceptably, Parker describes it as "the art of seeking out, trying out, and combining knowledge in new ways."

It is not only definitions that vary in fundamentals: Theoretical positions taken by individual authors are often directly opposed, and essential criteria remain undetermined.

The practical effects of this situation are that creativity in a person cannot be either identified or predicted with any useful degree of precision, and that the value of the constantly multiplying number of programs for fostering or producing creativity is necessarily, highly doubtful.

In this fluid situation, writers on creativity all too readily push their personal barrows, cite their selected evidence, present their ill-founded precepts as dogmas, and draw conclusions frequently lacking scientific rigour and objectivity.

Consequently one views, with some cynicism, the publication of yet one more book on creativity.

Rare exception

Dr. Gilchrist's *The Psychology of Creativity* stands out as a rare and highly welcome exception to that general pattern. "One antidote for the uncritical acceptance of a doctrine is an acquaintance with the evidence on which it is based and some knowledge of the problems of obtaining and evaluating this evidence. . . . A review of the problems of defining and identifying creativity and of major research findings provides . . . a basis for an informed attitude towards this controversial topic."

Dr. Gilchrist deftly administers her recommended antidote, bringing into 100 pages a commendable degree of order in the mass of confused and often seemingly irreconcilable evidence.

The feature that distinguishes this book from the bulk of its competitors is her unfailing impartiality and unimpeachable objectivity.

Her interpretations rest fairly and squarely on the evidence presented; and her evidence is comprehensive rather than selective.

Her language is straightforward, and unpretentious. No words are wasted, jargon is avoided.

The net result is authoritative and honest—a work that commends itself to anyone with an interest in the psychology of creativity.

Two points are worth mentioning.

First, in the preface, Dr. Gilchrist states, "This book is intended as an introduction to the topic of creativity for first and second-year students of psychology and education in colleges and universities." Yet the book contains no practical suggestions for teachers or students of education that will assist them in the task of teaching for creativity; its use for educators is, to that extent, limited.

Second, perhaps as a result of its having been printed in Hong Kong, some intermittent proof-reading errors occur—some eighteen or twenty in all. No doubt these will be removed in the inevitable second printing.

45 ENGINEERS ATTEND MONASH RESIDENTIAL SCHOOL

Monash played host last month to the ninth residential school in power system electrical engineering. Forty-five engineers from electricity supply authorities around Australia and overseas attended the school.

Monash staff provided about one-third of the technical papers at the 16-day school. The technical sessions were in the electrical engineering department, residence was in Roberts Hall and the group discussions were in Richardson Hall.

Eight engineers attended from New Zealand, Indonesia, Iran, India and Nepal.

These schools, which are held at intervals of about 18 months, began in 1962 at the University of Melbourne when Professor C. E. Moorhouse, of electrical engineering at Melbourne, received support from the State Electricity Commission to run a residential summer school.

So far they have been held at the universities of Melbourne (four times), Queensland (twice) and Sydney (twice); latterly in conjunction with the Electricity Supply Association of Australia.

The purpose was, and still is, to bring engineers in various electricity authorities up to date in some of the new and high-power science and mathematics of their work.

The method was, and still is, to mix the practising professionals with the university boffins in a hard-working residential school.

This year's general theme was the application of modern control theory and planning techniques to electrical power and distribution systems. The school was under the general direction of Professor Karol Morsztyn, chairman of the department and the organiser was Dr. P. J. Parr senior lecturer in electrical engineering.

HITCH-HIKE POINTS

Since the end of the semester last year destination posts have been erected at the main entrance for hitch-hikers wanting lifts from the campus.

The pick up point for Wellington Rd., Blackburn Rd. and Dandenong is on the left hand side going out. The posts on the right hand side cater for North Rd. and city bound traffic down Dandenong Rd.

SWAPPING IDEAS IN ARMADALE

The Learning Exchange, a recently established non-profit organisation in Armadale, has educational objectives which may be of interest to the Monash community.

Working from the assumption that many of the resources—expertise, materials, and physical locations—necessary for individual education exist in the general community, it is being structured as an information centre through which people can make contact with the resources necessary to pursue their particular interest.

It is hoped that it will provide a service to people of any age.

The Exchange offers a mail and telephone enquiry service and a newspaper publication. The newspaper is intended to serve as a forum for the exchange of information and experience. Enquiries which are not answerable directly, are placed in the newspaper for wider exposure.

High St. shop.

The Exchange is operating from a shop at 1078 High St., Armadale. The shop, which sells educational materials, conducts business under the name of The Lexicon Firm.

It is hoped that it will assist in providing a financial basis for the operations of the Exchange, supplementing subscriptions and sales of the newspaper.

Development of the Exchange began in June last year.

Much of the time since then has been spent in establishing an indexing and filing system, gathering initial information, and testing the procedures. The categorising system has been devised as broadly as possible, since clearly the nature of enquiries is unpredictable.

Information is particularly being acquired about people who are prepared to share their knowledge—by being contacted by an enquirer, by visiting a school or other group, or perhaps by having someone work with them to learn a skill.

Individuals specify the areas in which they have interests, and the constraints they wish to put on the number and kind of contacts made.

Other kinds of information being collected include details of organisations with interests in particular areas, courses of instruction available (generally those not widely known), and the location of other resources such as books, films, and video or cassette tapes.

While the Exchange hopes to develop substantial files of its own, it is intended as a co-operative operation with other organisations who have developed, or are in the process of developing, resource information in their areas of interest. Also it is hoped that it will serve as a catalyst for similar operations in other communities.

Monash students and staff could assist the Exchange in many ways—particularly by making themselves available as resource people, supplying information about organisations with which they are acquainted or materials of which they are aware, and by participating in its activities.

Anyone who wishes to know more about the Exchange is welcome to visit or telephone (50-3286).

—John Burke

TERTIARY TECHNIQUES

Two members of the Higher Education Research Unit, John Clift and Dr. Terrence Hore, last month attended a conference at James Cook University, Townsville, on tertiary teaching techniques. The third guest speaker for the three-day conference was Professor F. M. Katz from the University of New South Wales.

SAFETY ON CAMPUS

Unfortunately in a community the size of Monash — about 14,000 staff and students — accidents are inevitable.

Last year, as in previous years, the highest number of injuries occurred to the hands and fingers and to the back.

In 1971, for example, more than 300 accidents were reported and about 40% involved hands and fingers.

Injury to the back can be prevented but the only way to protect the hands is to be careful especially when handling glass.

Many back injuries are caused by using the wrong method of lifting; the back is arched or cantilevered causing excessive load on the spine.

This leads to a strain that can leave some permanent stiffness, weakness or injury, including hernia.

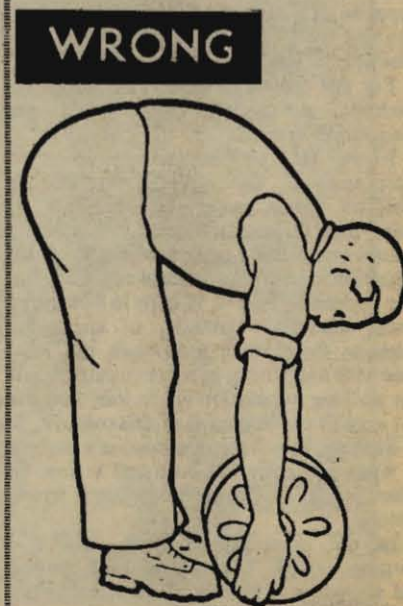
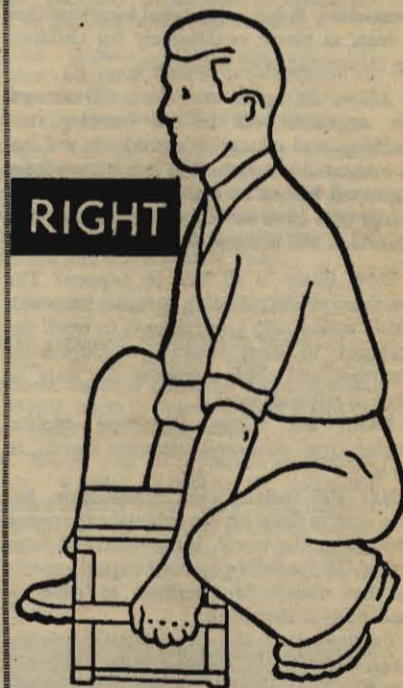
The correct way to lift is called the kinetic way, as illustrated in the sketches. In sum: straight back, chin in, elbows in, good grip, balanced position and lift with the muscles intended for the job.

Any university group who would like this technique demonstrated should contact me on ext. 2059.

Monash, through its safety committee pursues a policy aimed at the elimination and prevention of accidents and injury on the campus.

This year a regular item on safety will appear in the Monash Reporter. Hopefully through the column we might be able to reduce the number of campus accidents.

—Will Barker, Safety Officer.



UNESCO REPORT ON FUTURE EDUCATION

Do nations face similar problems in organising education? Can one nation learn from the mistakes and successes of another when implementing its education policies?

A recent report for Unesco attempts to link world-wide trends and experiences in education. The report, by the seven-member International Commission on the Development of Education, predicts the evolution of fundamental changes in educational philosophy and techniques.

The report has been published in book form, "Learning To Be", and it is available for \$5.60 from Educational Supplies Pty. Ltd., P.O. Box 33, Brookvale, NSW, 2100. The Reporter publishes a summary of the report . . .

"EDUCATION LIKELY TO CHANGE OUT OF RECOGNITION"

In the next generation education throughout the world is likely to change out of recognition, according to a recent international commission report to Unesco.

To begin with, the process will start much earlier as the importance of pre-school education is more widely recognised; then it will never end, for the signs are that the concept of lifelong education, already an ideal, is about to become a practical reality.

Examinations, the bane of every student's existence, may wither away, for they will be meaningless to people who are learning at their own pace.

Fixed subjects and curricula are likely to go into the melting pot and schools themselves, if not as physical locations then at least as places exclusively for children, are threatened with extinction.

Above all, spirit and aims will change: the emphasis will be on learning, not teaching, and education's products will not be measured in terms of so much knowledge dispensed but of so many complete human beings who have developed. Inside and out, education will become democratic.

How likely is all this to happen? The commission was called on to make proposals which would help governments to work out strategies to meet their own educational situations and these decisions can only be taken at national level.

There are many stumbling blocks, ranging from economics to mere inertia, in the way.

But the international commission has been able to draw on educational experience throughout the world, it has benefited from around 75 specially-prepared expert reports and has visited 24 countries to examine conditions at first-hand.

Furthermore, the composition of the seven-man Commission—which included members from France, Syria, the People's Republic of Congo the Soviet Union, Chile, Iran and the United States—states that they were able to reach wide agreement.

For the ordinary reader, two things are perhaps particularly striking in the commission's report.

First its understanding—and even acceptance—of the reasons for youth's rebellion against present-day education; its belief that lifelong education is not just a theory but already a fact and one which education systems should take account of to help people to be able to cope in a changing world where the quantity of knowledge increases faster than individuals can keep pace with and where, in some countries, half the working population are in jobs that did not exist at the beginning of this century.

Striking, too, is the commission's analysis of what education has been and is now: in other words, its diagnosis of what is wrong with it.

In the commission's view, man is a learning animal. Learning is both natural and necessary to him but the systems he has set up, whether they be modern American

possible strategies to be adopted a number of watchwords for educational reform emerge. Among these are democracy, flexibility and continuity.

These, says the commission, are trends which are already current in many countries and to which there are not counter-movements—particularly as regards the trend towards flinging the gates of educational opportunity open to all instead of working for a self-perpetuating elite.

It is this movement which has caused industrialised countries to increase their educational spending and developing countries to set aside 20 per cent and more of their national budgets for education.

The move towards democracy in schooling has several causes, including the general demand for qualified labour to meet the demands of stepped-up technology. In some countries ideology is behind the move, in others, the consequences of decolonisation. In some cases the spur is even the fear of social unrest.

But the report points out that there is a wide gap between a decision of principle to provide universal education and the democratisation of the systems, for, as they are currently structured, inequality is built into them.

Universal right

The universal right to education, in which contemporary civilization takes such premature pride," says the commission, "is often refused to the most underprivileged."

This happens because schools are often sited in city centres, remote from rural populations or even the inhabitants of poor suburbs.

It also happens because some groups are disadvantaged and the report refers to the President's Commission on Campus Unrest in the USA, instancing the discrepancies between the proportion of black and white pupils finishing the various grades of schooling.

In any case, the report insists, equality of access is not the same as equality of opportunity, which must include an equal chance of success.

Nutrition, family background and factors like housing all play a role in success at school; even in some socialist countries children of executives tend to get higher school ratings than the children of labourers. Further throughout the world, the disparities between social classes are even more strikingly reflected in university enrolments.

Merely multiplying schools is not the answer, and the commission rejects the "reassuring ideology" of merit as the sole criterion. What is needed it says, is not equal treatment for everybody, but provision for each individual of a suitable education at a suitable pace for his particular needs.

Advanced techniques

This has always been a theoretical possibility although a practical rarity: today the advance of educational techniques such as programmed learning has made it much more realisable.

Abandoning the elitist conception of education means many things, including re-thinking the examination system for "there is little evidence that selection procedures are capable of predicting adequately whether an individual has the aptitudes required for a particular career . . . while the marking system does, in general, enable an individual's achievement to be compared with that of his peers, it rarely considers his progress in relation to his own starting level."

Real solutions to the problems of inequality can only be found in a sweeping re-organisation on the lines of permanent, lifelong education for "once education becomes continual, ideas as to what constitutes success and failure will change. An individual who fails at a given age and level in the course of his educational career will have other opportunities. He will no longer be relegated for life to the ghetto of his own failure."

The idea of lifelong education is not a new one but has been urged by educationists for some years. To the members of the commission it is an observable fact: "Human beings, consciously or not, keep on learning and training themselves throughout their lives, above all through the influence of their environment."

Recognition of this should bring revolutionary consequences: not the extension of school by evening classes but the integration of child and adult education, not the occasional use of television to supply the lacks of schooling but whole-hearted employment of media which already teach as much and more as lessons.

Education "first helps the child to live his own life as he deserves to do but its essential mission is to prepare the future adult for various forms of autonomy and self-learning." Schools, insofar as they continue to exist as we have known them, cease, under this system, to be reserved to children and become places of learning for future and present adults. Pupils cease to regard learning as the acquisition of a certain quantity of knowledge within a certain time; teachers cease to be time-keepers and progress-chasers and become channels through which pupils can get at the knowledge they need.

Flexibility, the third characteristic of the education of the future, is obviously necessary if lifelong education is to work. As the divisions between subjects are eroded by advances in knowledge, curricula will have to change to meet specific needs—grown-ups who want to turn to, say, radio engineering, will not necessarily have the time to plough through the whole syllabus of heat and light before they come to sound.

In any case, says the report, flexibility by modern conditions. "At the rate technology is advancing, many people during the course of their working life will hold several jobs or frequently change their place of work . . . education rarely equips the individual for adapting to change, to the unknown. The world has not yet widely accepted the principle of a general polytechnical education at secondary level—an education which would guarantee professional mobility and lead to lifelong education." Yet such an education has given positive results where it has been tried—in the USA, in the Federal Republic of Germany and in most of the socialist countries.

Consideration of new techniques occupies a substantial portion of the report, for while the faulty functioning of education makes reform necessary it is the existence of these new techniques which makes reform possible. Together they make up a whole arsenal of social, technical, cultural and structural innovations which could profoundly change educational systems.

Among the findings from research examined by the commission are results of investigation of the human brain, which as is now known, has a large unused capacity—perhaps as much as 90 per cent.

Research into cell formation shows an immediate path to be taken: protein undernourishment of babies between five and ten months old can permanently handicap them so that nutritional measures are for some countries the first steps to boosting intellectual performance.

For the first time since the invention of textbooks, exercise books and blackboards the "hardware" of the teaching trade has been substantially increased by a battery of mechanical supports, including the whole range of audio-visual aids, video-cassettes, closed-circuit TV and computers.

Mass communication technology has moved simultaneously in opposite directions: towards individualisation of education (as in programmed learning) and towards mass distribution (as in educational TV programs by satellite transmission).

The focus of innovations over the past 10 years is significantly the same: on self-education, on learning not teaching.

● continued next page

● Continued from previous page

The conclusion of the commission report deals with the problem of spreading education, of making it a complete, universal process.

Education, the report says, must prepare a man who is socially committed, democratic and internationally-minded because this is one guarantee of peace. Education needs to cultivate man's creativity, because strifling it is the cause of much of youth's malaise. Education must develop the scientific spirit of man because he lives in a world steeped in science, whether he is an automated factory worker or an Indian peasant caught up in the green revolution.

Man must be able to wonder, to doubt, to appreciate beauty, to master his own body. "The physical, intellectual, emotional and ethical integration of the individual into a complete man, says the report, "is a broad definition of the fundamental aims of education."

If education spreads over the whole of life and concerns such a complexity of factors then it follows that the school "will be less and less in a position to claim the educational functions in society as its special prerogative. All sectors—public administration, industry, communications, transport—must take part in promoting education. Local and national communities are in themselves eminently educative institutions."

In the commission's view, the trend must be towards the "learning society."

How this learning society might be achieved is highly controversial, but many ideas of universal validity emerge.

Among these is the view that education can only be rationally developed through a three-stage process involving formulating a policy, working out a strategy and proceeding to a plan. Equally cogent is the plea for thorough-going reform rather than half-hearted tinkering with particular aspects; the idea that strategies for the purely linear expansion of education cannot be justified, either by results or by the methods used.

21 recommendations

The commission made 21 recommendations on the directions of tomorrow's education, for example, it said that recurrent education should be gradually introduced. "Artificial or outmoded barriers between different educational disciplines, courses and levels and between formal and non-formal education should be abolished," the report said.

This implies that individuals must be able to leave and rejoin the educational system as it suits them and would also oblige employers to allow workers to be absent for study.

Should only a few of the ideas of this report be put into practice, the next decade should be a stimulating one.

● The task of the Commission was to draw up a report which the Director-General could submit to Unesco's Member States. It was planned the report would help governments formulate national strategies to develop their educational systems. Taking a wide view of education, it set out to redefine the functions and aims of education in the modern world and to suggest ways in which national education systems could achieve their goals.

● The members of the International Commission on the Development of Education were: Edgar Faure (France)—former Prime Minister and Minister of Education currently Minister of Social Affairs; Felipe Herrera (Chile)—former President of the Inter-American Development Bank; Abdul-Razzak Kaddoura (Syria)—Professor of Nuclear Physics at the University of Damascus; Henri Lopes (People's Republic of the Congo)—Minister of Foreign Affairs, former Minister of Education; Arthur Viadimirovitch Petrovski (USSR)—Member of the Academy of Pedagogical Sciences of the USSR; Majid Rahnema (Iran)—Former Minister of Higher Education and Sciences; and Frederick Champion Ward (USA)—Adviser on International Education, Ford Foundation.

STUDY LEAVE REPORTS

A number of staff study leave reports have been presented to recent meetings of the Monash University Council.

The Reporter publishes the thoughts and extracts from four of the reports . . .

LANGUAGE LABS UNDER ATTACK IN US EDUCATION

The foreign languages teaching profession in the United States is facing a tremendous crisis of confidence, according to Dr. T. J. Quinn, lecturer in French.

A recent development in the US, says Dr. Quinn, has been the lack of faith in the use of language laboratories for the teaching of foreign languages.

Dr. Quinn describes the crisis in his report on overseas leave, that included two years without pay. He was at the University of Ohio and also in Europe.

Dr. Quinn says a large-scale four-year research study, the Pennsylvania Project, had a major impact. It investigated the relative effectiveness of various language teaching strategies and modes of use of language laboratories.

He said: "Without excessive distortion, one could sum up the outcome of the project by saying that it indicated quite massive evidence of failure among students taught by any of the methods investigated (traditional, audio-lingual, and modified audio-lingual).

"The project established a quite extraordinary degree of growing distaste for foreign languages among students as they advanced in their courses, no matter what the method; and finally, it indicated that use of the language laboratory made no significant difference to student achievement.

"Obviously, when these results were published in 1969, a great crisis of confidence loomed in the language teaching profession. The dominant ideas of the sixties, and notably a firm faith in the audio-lingual method and the use of the language laboratory, had aroused great enthusiasm, and had become something of a standard orthodoxy; now it was clear that these principles had been tried and found wanting.

Dr. Quinn said little enthusiasm was left for the use of the language laboratory.

Expensive equipment

The Pennsylvania Project revealed a record of very expensive equipment installed without sufficient thought about its subsequent use, and hence badly used and later abandoned. "I have the impression that we have avoided these pitfalls in Australia," he said.

Dr. Quinn said that at the same time, student unrest was making itself felt in the foreign language teaching field. Teacher-centred methodologies (such as audio-lingualism) were of no interest to students demanding "relevance."

"There was a clear demand for foreign language courses more in tune with student interests and preoccupations, for a language curriculum not designed exclusively for the tiny elite minority who had always derived some benefit from traditional foreign language courses."

New courses

"Under the impact of such unrest, many American institutions are abandoning compulsory foreign language courses; this measure had led many language departments to design new courses.

"Unfortunately, many of the changes being made are quite superficial (e.g., using sociologically-oriented texts instead of literary excerpts as the basis for reading programs), and few departments seem to realise that a profound revolution in the design of foreign language courses is needed if foreign language study is to retain a strong place in the curriculum of schools and colleges."

Dr. Quinn said that since his return to Australia, he had expounded this point of view in papers given to the Modern Language Teachers' Association of Victoria, at their annual congress, and to the Melbourne Linguistics Circle.

Dr. Quinn said that many US language teachers saw great promise in the move towards individualisation of instruction—offering the student the possibility of studying foreign languages in many different ways, fixing his own goals, and determining his own learning strategies. "It is quite clear that this is the one topic most constantly discussed at meetings of specialists in foreign language teaching methodology," he said.

BOFFINRY IN EXAMINATIONS

"The English of university students is atrocious. Many Asians and Africans whose English is far from good do excellently in their courses, particularly in science."

From the Professor of English? From the other Professor of English? From the board of examiners in Higher School Certificate English Expression?

No: from a graduate engineer turned boffin in statistics—J. R. Bainbridge in Monash's computer Centre.

He was reporting on his recent study leave, in which he toured the statistical world discussing the mathematics of educational measurement, of testing by examination.

At the end of a long and detailed report, just short of mathematical symbolism, he allowed himself the luxury of what he called "speculation", of which the sentence above in quotes is an example.

Talking about the HSC examination in English Expression, he said: "If we are interested in creativity rather than in essays on literary and social topics, then we must invoke, somehow, a wider range of topics for creative writing—and persons who can adequately examine them.

"The uncertain time scale in an individual's creative process makes an exam, on a given date, on an unknown topic in a possibly unattractive subject area, unlikely to produce, from most students, an example of his creative potential.

"It seems more attractive to base examining in this area on in-school, or continuous, assessment. This gives more chance for reflection and the possibility that the teacher in the subject area involved would take part in the assessment.

"If, as I believe, measurement of competence in selecting and assembling new structures is important, then we should attempt to think of, and measure that competence separately from the knowledge and other things that go with it. Because they are inseparable, we need supplementary tests of, say, the knowledge possessed by the candidate so that we can allow for high or low knowledge when assessing his creation."

TO THE ENDS OF THE EARTH

Lost and damaged records obliterated some of the footsteps that Professor A.G.L. Shaw was attempting to follow on his recent study leave.

"One of the advantages of a biographical study of (such) a peripatetic character as a distinguished colonial governor is that it is desirable to follow him more or less to the ends of the earth," Prof. Shaw wrote in his leave report.

With a handicap of 150 years, Prof. Shaw set out to follow the official life of Sir George Arthur, who had held senior office in the colonies at British Honduras, Van Diemen's Land, Upper Canada and Bombay.

At Belize in British Honduras, he found that hurricanes, tidal waves and other effects of a tropical climate had played havoc with the records; but some had survived, and were worth examining.

Lost records again at Plymouth, Arthur's birthplace: this time by bombing during the war.

Before becoming a colonial governor, Arthur had served in the Napoleonic wars—in Italy, Egypt and Flanders. Professor Shaw followed his quarry to Flanders.

Then to Ottawa looking at the press of Arthur's period in Upper Canada, and to Toronto for more archives and private collections.

Returning to Australia was a dramatic return from an earlier age: Mrs. Shaw's scissors were removed from her handbag for fear they were a high-jacker's weapon!

ENGINEERING JOB PROBLEM IN US

After almost 12 months in the United States, the Dean of Engineering, Professor K. H. Hunt, became more and more aware of the lower standards of American engineering courses.

A major reason for the decline, says Prof. Hunt, is the dwindling number of engineering enrolments in the universities.

"Many engineering graduates are now finding it impossible to get engineering jobs at anywhere near professional level," he said.

"I had several serious inquiries about prospects in Australia."

Prof. Hunt spent most of his time away last year attached to the University of Massachusetts where he was visiting professor in the department of mechanical and aerospace engineering.

On the typical American approach to research—at least in mechanical engineering—Prof. Hunt spoke of the temptations in the academic's path: targets aimed at grant-giving bodies, motives influenced by the prospect of a weighty flow of published papers and means in the form of neat, pre-packed certain-of-success projects.

On relations between the universities and industry on technical matters, Prof. Hunt was surprised at their remoteness. Relations in Australia, he said, were far closer, more open, and on the whole, more fruitful.

Prof. Hunt gave the keynote address at the 12th. conference on mechanisms of the American Society of Mechanical Engineers in San Francisco. At the conference he was awarded one of three prizes for a paper showing most promise of industrial application.

This paper involved Prof. Hunt's design of constant-velocity couplings.



DURING the prolonged Melbourne drought the Monash dam allowed sprinklers to be used in the eastern concourse area, leading to the Forum. Above: Gardener Allan O'Dea tends the plants outside the Religious Centre. Below: A sprinkler at work outside Robert Blackwood Hall.



Scholarships

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a précis of the details. More information can be obtained from Mr. D. Kelly, ext. 2009, St. John's College Cambridge — Research Studentships.

Open to men who propose to become registered at Cambridge as Ph.D. candidates. Value £775 per annum and fees. Applications close 1 April, 1973. Izaak Walton Killam Memorial Scholarships.

Open to graduates to undertake research at Dalhousie University (Canada) in the Sciences and Humanities. Value \$4500. Academy of the Social Sciences in Australia.

Supplementary travel grants for social science research in East and South East Asia are open to applicants who have shown capacity in postgraduate research. Value: up to \$1200. Applications close 31 March, 1973.

Austrian Government Scholarships 1973-74. A limited number of scholarships are open to students who are proficient in German for postgraduate study and research in courses at various Austrian institutions. Value \$120 per month and book allowance. Applications close 6 April, 1973.

Australian School of Nuclear Technology — Lucas Heights, NSW.

A course in "Radionuclides in Medicine and Biology" will be held from 25 June to 20 July, 1973. The course is orientated to suit medical and science graduates involved in biological, experimental and diagnostic applications of radionuclides. Applications close 21 May, 1973.

New Zealand National Research Advisory Council.

Senior and post-doctoral research fellowships are available in 1974 with New Zealand government departments. Value \$7558-\$13,524 per annum. Applications close 30 September, 1973.

Copy deadline for the next issue of Monash Reporter is Friday, March 16. Letters and contributions from staff and students should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone 3087).

In a long, dry summer . . . HOW MONASH SAVED ITS 50,000 NATIVE PLANTS

"Hello is that the Board of Works?"

"I want to report that Monash University is using sprinklers on its lawns."

Tut, tut! A fine! Perhaps even another mention in the newspapers!

That phone call to the MMBW was on Monday, January 8, after the board's restrictions had been imposed. Rule 2, under the heading, "Other Gardens", started off by saying "use of sprinklers is prohibited."

But, the rule continued: "watering of lawns and other grass areas prohibited except by using waste water".

And to save its invaluable collection of more than 50,000 Australian native trees and shrubs the university used this qualification to the rules. The hydraulics of it are these.

In the 1967 drought, while the south-eastern car parks were being built, the opportunity was taken to build an earthen dam just east of the car park and south of the playing fields.

The dam was to receive the run off from rainfall on the car parks and sports fields—an area of about 40 acres; in an ordinary year that would yield several acre-feet of water.

The capacity of the dam is in fact about 4 acre feet, or a million gallons, or (let's get used to it) 5000 cubic metres of irrigation water.

At the dam, a centrifugal pump driven by a 5 H.P. (4KW) lawnmower engine, pumps water up a 2 inch (5 cm) plastic pipe to the ornamental lake—the Forum Pool—between the Main Library and the Menzies Building. It delivers about 12,000 gallons a day.

In a pit below the library is another pump that takes water out of the lake, raises its pressure, and delivers it into the pipes around the lawns and gardens.

The pipes were put in by the University when it laid out its grounds; while using dam water, the pipes are disconnected from the MMBW system.

So, until January 8 or 9, Monash happily used sprinklers on lawns and beds around the Union, Forum, Library, Education and University Offices.

Nevertheless, the university engineers—cautious fellows by training and tradition—by January 10 came to the

conclusion that 12,000 gallons per day could empty the dam by early March; if the drought lasted beyond March into April or May, the plantations as well as the lawns could be lost.

So on January 10, the watering of lawns was restricted to the area around the Forum Pool, to provide some green sitting area at the beginning of first semester.

The more distant garden beds, including the several courtyards and quads within the buildings, were kept alive by using mobile tankers, 300, 500 and 1000 gallon tanks on trailers towed by tractors.

So, by the beginning of the academic year, Monash has been able, within the rules, to keep its gardens going, though sadly not all its lawns.

BHP bore.

The University's neighbours of course, faced the same problem.

BHP laboratories, down Wellington Road, have a 6" bore to a depth of 230 ft., that since early January has yielded some 3300 gallons per hour with a tolerable salt content of 1270 parts per million.

CSIRO, over the road to the north has also done well with a 6" bore 186 ft. deep, at first estimate yielding 1800 gallons per hour of good quality with salts at 250 parts per million.

The rains came

An odd thing is that Monash too has the relics of a bore; it was found in the excavation for the dam five years ago—6 ins. diameter but much filled with gravel and silt. A brief test showed only 1000 or so gallons per hour and high salt content.

The rain on the weekend of January 12-13 added 4 inches to the dam. The new rules of January 17 allowed Monash to use only one hose for two hours a day, three days a week; the university stayed with the dam.

Then came the gentle rain from heaven: by February 5 the dam was full to overflowing; and the gardeners, their prayers answered, rested from their water dance 50,000 plants were thankful.

—Gilbert Vasey

... AN UNEXPECTED BONUS



ANYONE passing the northern face of the Education Building these days will see a happening that has the Monash Native Plant Society excitedly flashing cameras.

For the first time since it was planted a small tree has burst into deep red flowers. Although this is not unusual in its native State of West Australia, the Eucalyptus Macrocarpa (commonly known as "Rose of the West"), rarely flowers in Victoria.

Imported into Victoria, this delicate species generally grows to eight feet in height and 10 feet in width. The size of the flower varies from 2" to 4" in diameter and appears in hues of pink to red.

The unusually healthy specimen on the campus near the Rotunda is attributed to the care of the grounds department and the prevailing hot weather conditions.

Plant Society president, Peter Hohaus, of geography, explained that this species had been of special interest as it was classified as "tender" and did not flourish well in this State.



Europe and Asia will be represented in two diverse cultural activities in Robert Blackwood Hall this month.

The Australian Elizabethan Theatre Trust will present Indian dances and music on Friday, March 9 and Saturday, March 10 at 8.15 p.m. each evening.

The Indian company of 12 men and four women has been brought here as part of the Indo-Australian Cultural Exchange program and their visit coincides with the celebration of the 25th year of India's independence.

Admission charges are: adults \$3.20 and students \$1.20.

The choir pictured above, the student Madrigal Choir from the University of Munster, under the direction of Herma Kramm, will give a free lunch-time concert for students at 1.15 p.m. on Monday, March 26.

A full evening performance will be held later at 8.15 p.m. on the same day for members of the public. Admission is adults \$2, children and students \$1.

Herma Kramm, a former soprano soloist, founded the student choir after the war. Its membership is made up of students from all faculties of the University of Munster. The choir travels widely each year giving concerts which include opera scenes and chamber-operas.

Bookings for both concerts can be made at Blackwood Hall or by phoning 544-5448.

Diary of events

MARCH

February 28-March 10: "Dracula," Monash Players, Alexander Theatre (see page 6 for details).

March 5-7: Brass rubbings exhibition, Robert Blackwood Hall (details page 2).

7: Piano recital by Ian Holtham, sponsored by the Keyboard Society, RBH, 8.15 p.m.

9-10: Indian dance and music, presented by Elizabethan Theatre Trust, RBH, 8.15 p.m. (details page 12).

12: Lunch hour concert, Phillip Mischel, clarinet, Brian Chapman, piano, RBH, 1.15 p.m.

16-24: "Camelot," Box Hill Light Opera Company, Alexander Theatre, 8 p.m.

18: Parents' Orientation, RBH, 10 a.m.

19: Lunch hour concert, Melbourne Symphony Orchestra, RBH, 1.15 p.m.

20: Monash Women's Society garden luncheon for new members of staff, their wives and husbands, Vice-Chancellor's garden, 12.30 p.m. More information, Mrs. Margaret Coates, 232 7540.

23: Piano recital by Michael Ponti (USA), sponsored by the Australian Society for Keyboard Music, RBH, 8.15 p.m.

26: Munster Madrigal Choir, lunch hour concert for students at 1.15 p.m.; public concert at 8.15 p.m., RBH (details page 12).

28: Forum on the environment, sponsored by E.R.I.C., 1 p.m., RBH.

31-April 7: "Naughty Marletta," Cheltenham Light Opera Company, Alexander Theatre, 8 p.m.

Books for sale

The Monash representative on the Women of the University Fund has the following books for sale in aid of the Fund's charities. Anyone interested should telephone Netta McLaren on 25 3424.

Roberts & Baglin, Exploring Australian Wines. Pub. Ure Smith 1969. Illus. \$2.50.

Rosenthal N. Sir Charles Lowe: A Blog. Memoir. Pub. R. & M. 1968. Illus. \$2.

Corley, T. A. B. Huntley & Palmers, 1822-1972. Pub. Hutchinson 1972. Illus. \$2.

Southey, R. Life of Nelson. Pub. Bickers 1879. Illus. \$2.

Lawson, Henry. Selection of Prose Works. Pub. A. & R. 1930. \$1.50.

Driver, Rev. S. Modern Research as Illustrating the Bible. Schweich Lectures 1908. Illus. Pub. O.U.P. 1909. \$1.50.

Schuman, F. L. Europe on the Eve. 1933-39. Pub. Hale 1939. \$1.

Thomas, Lowell. With Lawrence in Arabia. Pub. Hutchinson. Illus. n.d. \$1.

Condliffe, J. The Welfare State in N.Z. Pub. Allen & Unwin 1959. \$1.

Cerutti, Percy. Athletics. A Textbook. Pub. S. Paul 1960. \$1.

Maslin, J. S. Hagley, A Tas. Area School. Pub. 1948. Georgian House. Illus. \$1.

Benson, E. F. King Edward VII. Pub. Longmans, 1934. \$1.

Perham, M. The Colonial Reckoning; Africa. Relth Lectures 1961. Pub. Collins 1962. \$1.