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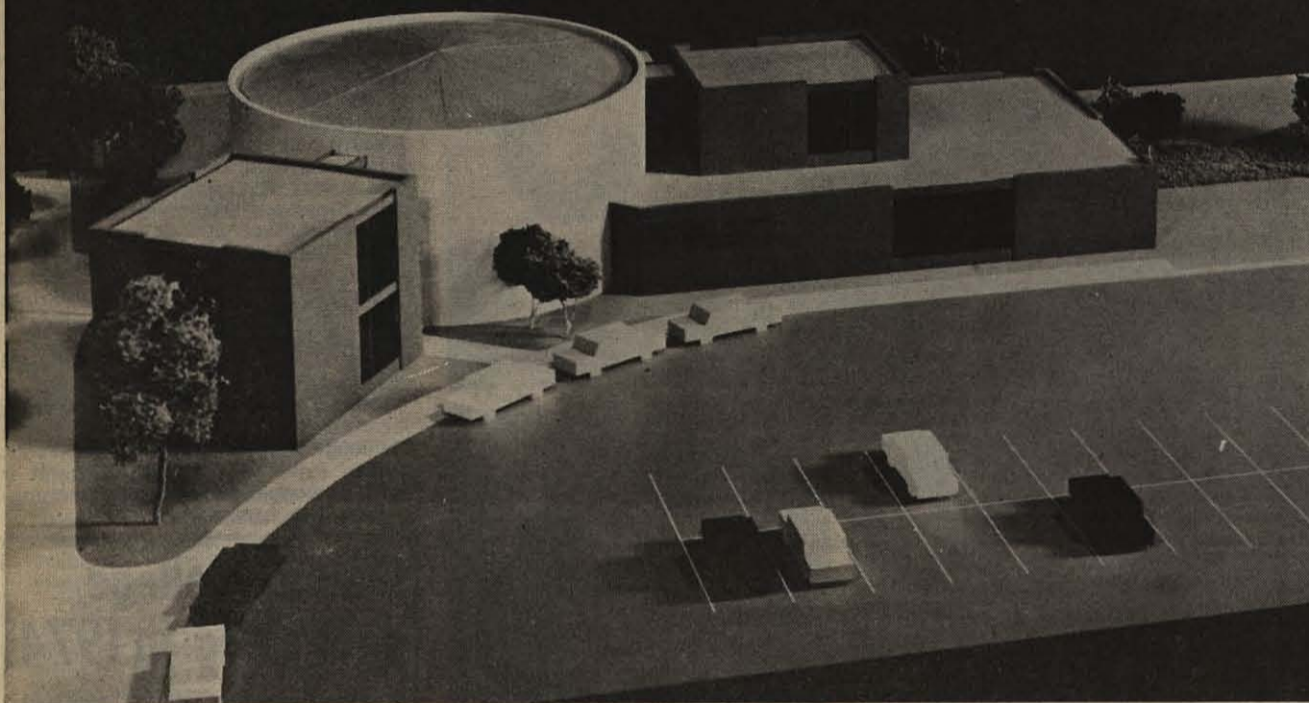
OCTOBER 25, 1973

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NEW CENTRE FOR SPECIAL EDUCATION



Monash University has been given \$100,000 by a Melbourne businessman to help build a new child training centre for use in special education.

The centre, which ultimately will cost about \$300,000, will greatly expand the Monash Faculty of Education's work with children who have learning disabilities.

The businessman is **Mr Henry Krongold**.

In recognition of the gift, the University will call the building the **Dinah and Henry Krongold Child Training Centre**, after Mr Krongold and his wife.

At a ceremony this morning, the Chancellor, **Sir Douglas Menzies**, will present a model of the new centre to Mr and Mrs Krongold. The guests will include the Premier, **Mr Hamer**, and the Assistant Minister for Education, **Mr Brian Dixon**.

It is hoped that construction will begin late this year and be completed in 1974.

The balance of the cost will be met by a grant approved by the Minister for Social Security (**Mr W. Hayden**) under the Handicapped Children's Assistance Act.

The Krongold Centre will be under the control of a staff headed by **Professor Marie Neale**, who has won an international reputation in the field of special education.

The Dean of the Faculty of Education, **Professor S. S. Dunn**, said that the centre, in addition to providing training for handicapped children, would also:

- Provide advanced training for teachers who intend to make a career in special education.
- Assist in the training of psychologists and others who are involved in diagnostic or consultant roles with regard to exceptional children.
- Provide experience for teachers-in-training who will inevitably encounter exceptional children in their ordinary classroom work.
- Carry out research especially into methods of educating exceptional children.

Professor Dunn said that the centre would be similar in some respects to a teaching hospital, where medical students have opportunities for clinical training. However, many children would still need to be educated in special facilities by specialist teachers trained for a greater integrative as well as remedial role.

"It is accepted throughout the world today that the best place to educate a disabled child is in a normal classroom — whenever possible," said **Professor Dunn**.

"To do this, we need teams of expert educational psychologists, diagnosticians, therapists, consultants and research workers working in close co-operation with each other and with the classroom teacher".

The Krongold Centre will be accepting a wide range of children needing special education — some for short periods before returning to normal classroom and others needing extended training. Close liaison will be maintained with existing organisations and the Special Services Branch of the Education Department.

● Site plan and building details are on page 6.

MAJOR STUDY ON CLERGY CONFLICTS AND FRUSTRATIONS

A major study of the conflicts and frustrations in the lives of Protestant clergymen has been completed by **Norman Blaikie**, Monash Senior Lecturer in Sociology.

He found that the clergyman's lot, often enough, is not necessarily a happy one.

Nearly 950 Victorian clerics of all major Protestant denominations replied to a wide-ranging questionnaire covering their personal backgrounds and their views on theology, the church, and their professional roles.

It was the first major study of its type in Australia. The findings were presented as a PhD thesis, and will also be published in book form next year by Cheshire.

Response to Mr Blaikie's study was high for a mail questionnaire — 87 per cent of all parish clergy in the major denominations.

When replies to the questionnaire were examined, it became clear that there were areas of deep conflict and frustration in the lives of a significant number of clergymen.

Many indicated that they felt themselves to be grappling with serious problems, both personal and professional—problems leading to decisions to leave the church, and in a few cases, to mental breakdown.

Many of the problems, says Mr. Blaikie, arose from theological and political radicalism.

In fact, the study revealed a surprisingly large sub-group of "very radical" clergymen — perhaps a larger proportion than would be found in most other professions.

Ten per cent of the 943 clergymen answering the questionnaire could be classified as extremely radical in their theological views. Another ten per cent could be classified as radical.

Only 15 per cent were classified as conservative. The majority fitted into the middle-of-the-road category.

The theologically radical clergy rejected many traditional beliefs, including belief in an after life, in the resurrection, and even the divinity of Christ. This rejection was accompanied by a primary concern for social reform rather than 'spiritual' issues.

A few called themselves humanists or "Christian-atheists."

Many of the radicals, says Mr. Blaikie, reported finding themselves in conflict in various ways in parishes where a majority of parishioners held more conservative views, political or theological.

Lacking certainty in many of their own beliefs and seeking to give religion a greater social relevance in the modern world, they often found themselves in strife with conservative laymen in their parishes.

Inner conflict arose too when radical clergymen felt obliged to preach polite, routine sermons that did not always reflect their own real views about religion and society.

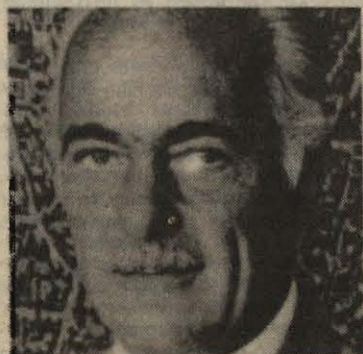
Clergymen with secular orientations, with priorities favoring social reform, with tolerance towards other religions, with philosophies placing limited importance on private prayer and bible-reading, had the greatest range of conflict problems, the study found.

● Continued on page 2

The founder of the Club of Rome, **Dr. Aurelio Peccei** (right) will give a public lecture at Monash in the Alexander Theatre at 5.15 p.m. on Thursday, November 1.

The Club of Rome, which initiated the controversial work, "Limits to Growth", was formed in 1968. The Club is concerned with fact-finding on the future of the world's resources. Its limited membership includes some of the world's most eminent scientists, industrialists, educators, sociologists and economists.

The Monash lecture will be **Dr. Peccei's** only talk in Melbourne during his brief stay in Australia.



THE immediate question is, "How do you justify football on page 2?" After all, the tumult and shouting died weeks ago, along with the Blues on the MCG. The answer is Monash's resident football mentor — Dr. Ian Turner, associate professor of history.

Ian is going to spread the arguments and theories about Melbourne's winter pastime into the summer months.

And he will have Lou Richards, Jack Dyer, Geoff Pryor, Ron Barassi, Harry Bietzel and others to help him along.

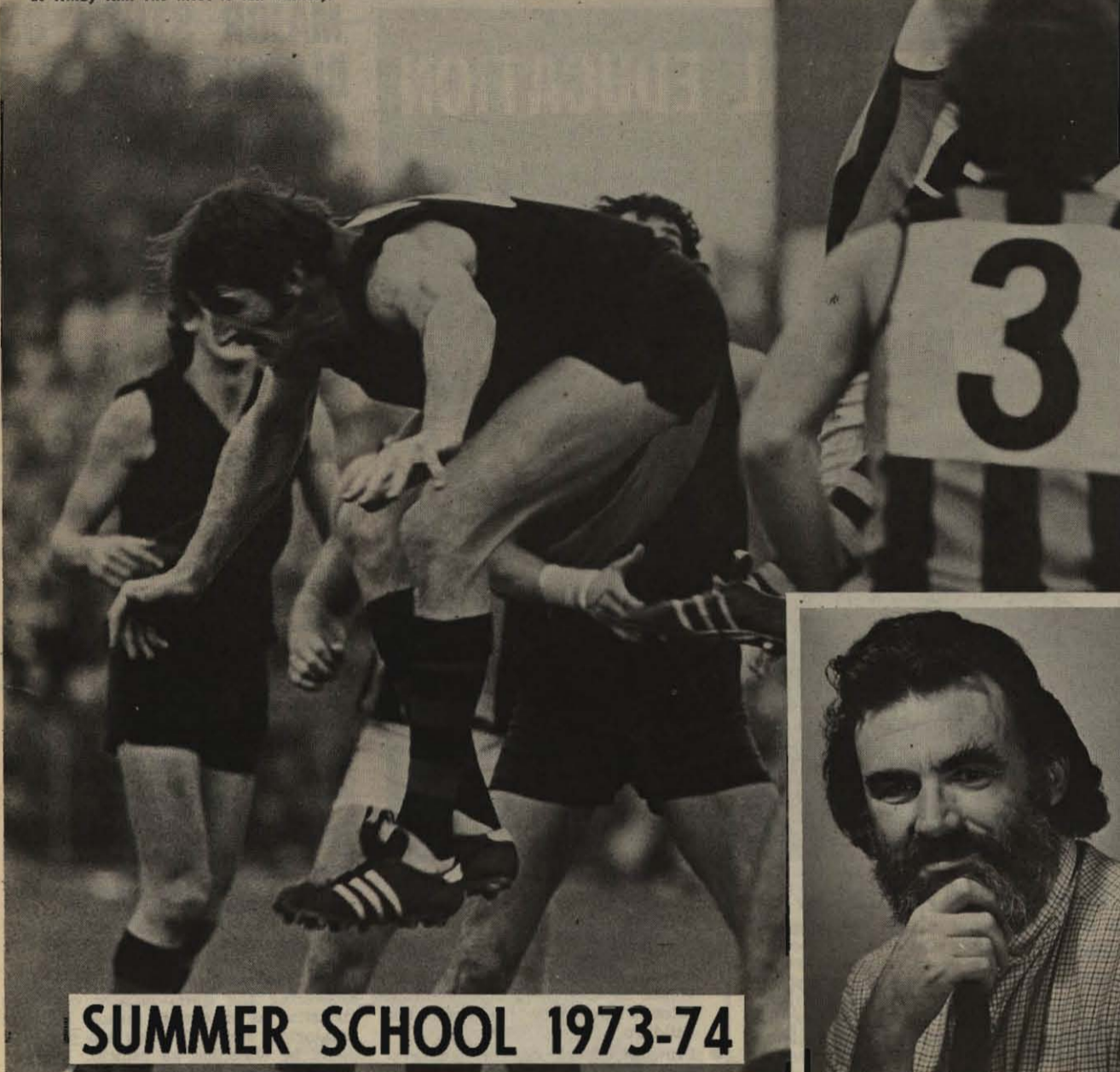
A forum of football is being introduced into this year's Monash Summer School.

Ian says the course will have a "pop-sociology emphasis". It will look at Australian Rules from the viewpoint of barrackers, players, coaches, administrators, umpires and the media.

Topics include: "Football's Past and Future", "The Changing Character of Football", "What the Players get out of it", "Creating a Team", "Running the Game", "Controlling the Game", and "Football in the Media".

The course will be twice a week throughout February. A full outline of this year's Summer School is published below . . .

(The photograph, courtesy of the Sun, is from a clash between the Dons and Hawks at Windy Hill. The inset is Ian Turner).



SUMMER SCHOOL 1973-74

STUDENT enrolment for the 1973-74 Monash Summer School opens on Monday, October 29.

Staff and the general public can enrol from Monday, November 5.

Activities Officer Vicki Molloy, Summer School organiser, expects an enrolment of 2000 this year, the sixth year of the Summer School.

At least 90 courses in 57 subjects will be offered, covering dance, music, drama and mime, languages, film and television, the arts and crafts, sports, practical subjects, and forums on social issues.

A brochure outlining the courses will be available from October 29 at the Clubs and Societies Office and the Union reception desk, on the first floor and ground floor of the Union Building, respectively.

Twenty eight new subjects have been introduced this year.

An evening series which is expected to be popular is the gardening course with well-known TV personality Kevin Heinze.

There will be a wide range of courses for those interested in music, including an Indonesian music workshop and a course in contemporary music to be conducted by Ron Nagorka and other members of the New Music Centre.

One unusual course is the classical Hindu dance-drama, with Shivaram, a Kathakali dancer. Students interested in dance/drama will be able to combine this course with another in modern dance, to be conducted by Sydney teacher-choreographer Christine Kolkai, and a mime course by Joe Bolza.

The Director of Student Theatre, Nigel Triffitt, has co-ordinated three courses in various types of drama — children's theatre (with Chistine Mearing), an actors' workshop (David Kendall) and alternate theatre (Nigel Triffitt).

Two women's organisations, the Women's Electoral Lobby and the Women's Centre, will each give a series of lectures, followed by discussions, on issues affecting women. These groups have been invited to conduct courses as a result of the interest expressed in women's studies in the survey conducted this year by one of the 1972-73 summer classes. (Published in Reporter no. 25).

The Rusden State College (formerly Monash Teachers' College) will conduct classes in photography, film and television production, using the college's extensive equipment and facilities.

Due to the large demand last year, eight courses in motor maintenance will be offered this year. The course aims to give students a working knowledge of motor vehicles, and enable them to carry out simple mechanical repairs.

Jan Hansen, manager of "The Pantry", the Union's natural foods shop, will conduct a course on "Eating — Naturally", a look at whole foods by people actively involved in their growth, selection, preparation and consumption.

The Monash Sports Association will offer a variety of sports, including Kung Fu, aikido, and archery.

The student counsellors will conduct a course aimed at introducing secondary students to studies at tertiary level.

To provide social and entertainment activities during the Summer School session, Vicki Molloy says students and tutors of performing arts will be encouraged to put on lunch time or evening performances and those in crafts classes to organise exhibitions of their works.

She says that each week a program will be issued outlining what is going on in the Summer School to enable students to share one another's activities, especially those outside their own classes.

Continued from page one

STUDY OF CLERGY

The greatest number of these radicals were in the Methodist, Presbyterian and Congregationalist denominations.

Eighty per cent of all Anglicans tended to be middle-of-the-road.

Clergymen of the Baptist and Church of Christ denominations tended to have the most conservative views.

Even for the non-radicals, says Mr. Blaikie, there can be areas of conflict arising from the professional context in which the clergyman worked.

Their "clients" in their parishes were in most instances also their employers, and this inevitably led to some role conflict and lack of professional autonomy.

Other conflicts, the study showed, arose because of the drift away from the church in recent years and the general down-grading of religion in society. Clergymen also had problems in coming to terms with the various issues raised by the "God Is Dead" controversy in the Protestant Church in the 1960's.

Further, in their day-to-day parish work, many clergymen felt themselves unnecessarily bogged down in trivial administrative work, the survey found.

Many reported that they felt themselves unable to tackle deeper problems in their parish because of lack of time. Even the work they were able to do was often not done properly, they believed.

Many felt that parish laymen expected them to be experts in every field, with the practical result that they became jacks-of-all-trades-and-masters-of-none.

Mr. Blaikie also found that the nature of the clergyman's work and community position led to various areas of conflict within the family, both for wives and children.

Even so, there was still "strong commitment" to the clergyman's life.

"Many still believe they have a vocation and are prepared to accept the long hours and the low pay," Mr. Blaikie says. "Their main demand is that the work should be more meaningful and less frustrating."

Mannix College goes co-ed. in 1974

Women students will be admitted to Mannix College for the 1974 academic year. This decision was taken by the College Council at its October, 1973 meeting.

Tutorships will also be open to women in 1974.

Mannix College opened as a men's college in 1969 and can now accommodate 223 undergraduates. Students come from many parts of the world and one of the great advantages of college life is the opportunity students have of living amongst people not only from other faculties, but from widely-differing racial and cultural backgrounds.

As the co-residential college seems to be more popular these days, and provides the opportunity for young men and women to get to know one another in pleasant social surroundings, it was decided that Mannix would be a co-residential college as from 1974.

— Dr. L. P. Fitzgerald, O.P.,
Master, Mannix College.

The Learning Exchange, an organisation formed to promote the interchange of educational and social happenings, has moved from High St., Armadale to 430 Waverley Rd., East Malvern. Its new telephone number is 211 8416.

John Burke, formerly of the education faculty, is one of the main people behind the exchange.

This is the last issue of Monash Reporter for 1973.

Publication will resume in Orientation Week and any contributions for next year should be forwarded to the editor, Ian Anderson, in the Information Office, first floor, University Offices (phone ext. 3887).

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SUBURBAN HEALTH HAZARDS REVEALED BY STUDENT STUDIES

By IAN MARSHALL

Monash chemical engineering students have again been looking into pollution problems in Melbourne — and have come up with some disturbing findings.

MELBOURNE TRANSPORT PROBLEMS ANALYSED IN ENGINEERING

FOR most of this year the third year mechanical engineering students have been pondering how best to solve Melbourne's transport problems.

Should private vehicles be banned from the inner city? What is the best method of transport for the majority of people? Should we eliminate trams? Is the regular replacement of the private car a good thing?

It's questions like these that were debated by students and professional transport representatives at a seminar in engineering last Monday, October 22. It was held in E3 from 2 p.m. till 5 p.m.

This seminar was the culmination of the work undertaken throughout the year by the students.

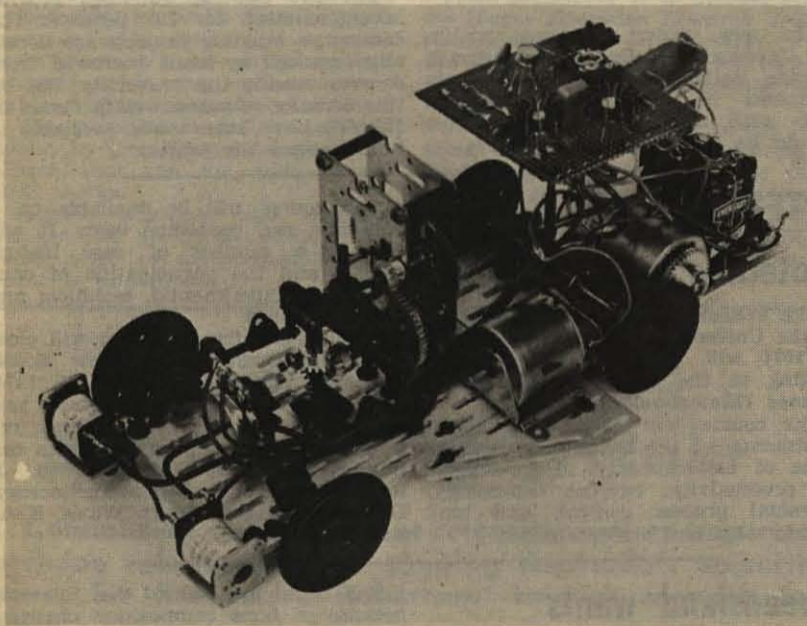
The students conducted their study by representing particular interests in the motor transport business — private companies, public companies and consultants.

The four private companies — "Gord", "General Motors-Foldin's", "Grissler" and "Playland," — decided that fairly conventional automobiles were the only answer to the present needs, means, and desires of the community.

But they disagreed on production principles. For example, one company claimed that built-in obsolescence should be reduced so that basic design was maintained and cars were not drastically modified every few years. Another group argued that the customer expected design changes, also modification guaranteed sales for the company thus boosting the economy.

Other students looked at technological aspects. For example, one group made a model of an automatic transport system where a vehicle could "plug in" to an electronic system and be taken to a particular destination without any effort by the driver who could read, sleep or relax.

Bruce Kuhnell, lecturer in mechanical engineering, said Monday's seminar gave the students a chance to compare their theoretical discoveries with experience in the real world.



THIS model represents one possible solution to city transport problems.

It was built as part of their third year engineering work by Doug Marshall and R. G. Allardice.

The principal is that the vehicle can be controlled by an electronic system in the road. The driver in effect is "driven" along the path he wants to follow and can read, relax or sleep, until he reaches his destination.

This type of transport is being experimented with in the US and in Europe.

Under the system the driver gives information to a central computer which, knowing the overall traffic distribution, tells the driver his best route. He then "plugs into" the electronic system.

It is claimed that this system will reduce traffic density because the computer would be programmed to transport people along the most efficient path.

Five students worked on environmental study programs for the Nunawading, Springvale and Lilydale councils, the Board of Works, and the Dandenong Valley Authority.

Below, one of the students, Barry Elliot, looks for pollution on Blackburn Lake, which he believes should be drained and dredged — and refilled.



The students took 12 weeks' employment as part of vacation study assignments during 1972-73 and have now turned in their final reports to the Monash Department of Chemical Engineering.

Four of the students were in third year and the fifth was a second-year student.

They used Monash research facilities in analysing pollution samples.

The reports point to a continuing health hazard in a number of areas.

Some particularly disturbing findings came from third-year student Barry Elliot, who worked for Nunawading Council.

Student Harry Grynberg worked for the same council a year before and produced data on stream pollution that led the council to call a meeting of local industries to show them samples of pollution.

Report published

Barry Elliot's 92-page illustrated report of his findings has now been specially published by the council as part of its efforts to check pollution in the Nunawading area.

Barry's investigations concentrated on pollution in the Blackburn Lake, an eight-acre lake in the centre of a 35-acre sanctuary.

He reported to the council that the lake — which has been used for something like 60 years as a place for swimming, social gatherings and picnics — is now being seriously threatened ecologically by industrial effluent discharged directly into lake waters.

He found that the natural ageing process of the lake towards what is known as the eutrophic stage — a stage when only fish of lower forms can survive — has been tremendously accelerated by man-made wastes.

As a result, Blackburn Lake is already eutrophic and, says Barry Elliot, really should be drained and dredged.

In particular the muddy bottom of the lake has become polluted with industrial grease to such an extent that it is now anaerobic — lacking oxygen and virtually dead.

"The best thing to do would be to make a new start," Barry Elliot says. "The bottom should be dredged and cleared of all the greasy deposits and then the lake could be refilled."

In the meantime, nutrient levels entering Blackburn Lake should be lowered either by using mechanical purification techniques or by using algae ponds.

Elsewhere in his published report, he notes that "the streams and drains within the city were badly polluted as a result of industrial and domestic discharges."

All unsewered areas should be sewered as quickly as possible.

Periodic checks should be made on industrial discharges to make sure they were within the Commission of Public Health's guidance limits.

Among other reports by the Monash chemical engineering students was one by J. R. Turney, who investigated stream pollution in Springvale.

He noted that his survey was only a preliminary one — and also carried out during an exceptionally dry period — but he reported on the presence of a number of pollution problems caused by sillage and sewage and the discharge of toxic wastes.

He recommended a thorough investigation of the drains into Mile Creek in the vicinity of Centre Rd. to curtail illegal discharge of toxic wastes.

"With the water quality of this area of Mile Creek improved, the general condition of the creek through Springvale will be greatly enhanced," he said.

As a solution to the sewage problem he suggested "the connection of all households to the sewers and in the case of new developments in unsewered areas the installation of package treatment facilities."

IN THE MAIL

University Autonomy and Academic Freedom

Dear Sir, — "In my public utterances I usually defend the universities' position in this matter on the ground that they are learning institutions, not teaching institutions, but I have to confess that the argument does not stand up to close examination."

This paragraph quoted from Dr. Matheson's paper (Reporter supplement, Sept., 1973) follows his description of the lecturing abilities displayed by academics. It is not clear from the quoted paragraph if he is now abandoning the claim that universities are learning institutions or if he now feels that this is not a justification for employing academics of indifferent teaching ability.

If the present trends continue, Monash University will certainly become a teaching institution. The responsibility for achievement has in many areas passed from the learners to the teachers and the active learning process has been replaced by the more passive teaching process. The natural consequence — as for any spectator sport, be it football or wrestling — is to demand a more polished performance, more comfortable seating and more diversions between rounds.

With the growth of the Victoria Institute of Colleges we have a chance, despite political pressures, to return to a tertiary education stream, with active learning being emphasised. The time for this decision is now because the pattern of student enrolments, employment of graduates and the type of staff and facilities obtained by the universities and colleges will probably freeze in the pattern established within the next couple of years.

Given that we return to a learning institution (or that the alternative interpretation of Dr. Matheson's remark is correct), should staff be appointed as teachers or as guides to learning? I have been inspired more by dedicated, enthusiastic researchers who were mediocre (or even bad) at addressing large undergraduate classes. But these people were eagerly and actively seeking knowledge and I became infected by their enthusiasm. As an 18-year-old sitting as one of 100 or more students I would have voted them out; as a 20-year-old and even now I recognise them as the *raison d'être* of the university.

The student, particularly in his early years, as Dr. Matheson pointed out, is most interested in passing exams, is interested in doing so in comfort, and only then is interested in knowledge. Are there interests compatible with judgments that will make a university a learning institution?

Yours faithfully,
— Dr. J. B. Hinwood,
Senior Lecturer,
Department of Mechanical Engineering.

The Vice-Chancellor, Dr. Matheson, comments:

What I had in mind, when I described universities as learning, rather than teaching, institutions was that they provided a situation in which students can and should learn, mainly by their own efforts, from people who are engaged in extending the boundaries of knowledge and understanding. On this view the main responsibility lies on the student to learn rather than on the academic to teach.

Although universities can be distinguished from, say, schools because they carry a responsibility for learning (research) as well as for teaching there is no reason why their teaching responsibility should not be as competently discharged as possible.

Setting the record straight

Dear Sir, — The last issue of "Lot's Wife" published an anonymous article attacking me as "American State Department's kept academic," and as a "counter-insurgency researcher", presumably because I am a Fulbright professor and because a recent project directed by me was financed in part through the U.S. Agency for International Development's Southeast Asia Development Advisory Group.

Since I understand there will be no further editions of "Lot's Wife" this year, I wonder whether I might seek your help in setting the record straight.

The facts are these: The American Fulbright program provides the funding for visiting American faculty upon the recommendation of the Australian-run Australian-American Educational Foundation in Canberra, which in turn responds to requests from Australian universities. I came to Monash because your Department of Politics and the Southeast Asian Studies Centre asked for a scholar in my area of specialisation, and more specifically asked for me. I for my part made known my availability. The only part played in this by the American Government was to provide the funding and final approval.

As for my study of Philippine regional politics: This project received its initial financing in 1965 partly from a Philippine university to which I was then attached, and partly from Philippine government counterpart funds provided by the then chairman of the Philippine National Economic Council who, it happens, is a well known Filipino nationalist and a vocal critic of American policy. He supported the project, I believe, because he had a good opinion of my prior scholarly work on his country.

The Agency for International Development later contributed the funds needed to bring the project to completion. It did so because the project was repeatedly endorsed by the committee of scholars which reviews entries into the

SEADAG (Southeast Asia Development Advisory Group) research competition. The study has no connection whatsoever with counter-insurgency.

The results of the study have recently been published by the Centre for Southeast Asian Studies at Northern Illinois University. Anyone who wishes to can buy a copy.
—Carl H. Lande, Visiting Professor.

"Indonesian people miss benefits"

Sir,

I have recently read the article summarising the views of Professor Ian McDougall and Professor Anne Krueger on the state of the Indonesian economy and society (Reporter No. 24). May I make the following comments on their assertions.

Aggregate economic data, particularly of the limited and often unreliable kind available for Indonesia, can tell us very little about the impact of economic growth on the mass of the people.

For example, it is highly misleading to argue that the average standard of living of Indonesians has risen by roughly four per cent per annum in recent years unless we disaggregate the crude indices and investigate precisely who is gaining from the benefits of economic growth.

There is no evidence whatsoever that the mass of the Indonesian people are benefitting, or are likely to benefit.

The dominant trend in industrial development is for foreign corporations, often in partnership with Indonesian politician-bureaucrats and a small class of entrepreneurs, to set up capital-intensive industries (extractive or manufacturing) which are highly profitable in the main but which do little if anything to solve Indonesia's most burning problems, unemployment and underemployment.

This kind of "development" is concentrated in Djakarta and a few other urban enclaves, and is reproducing a typically neocolonial growth pattern — a boom which bene-

fits a limited urban stratum, but leaves the mass of the urban dwellers impoverished and hopeless. It creates only a small internal demand, and is primarily oriented towards the international market.

The all-powerful military bureaucratic caste extracts from these activities the resources to enhance its wealth, status and power.

In the swarming, poverty-stricken villages of Java, a "green revolution" is underway, promoting greater rice production but again chiefly for the benefit of the small class of well-to-do farmers.

The poor peasants and peasant labourers, who lack both land and credit resources to gain from new rice varieties, not only get left behind in the race for self-improvement, but also find their employment opportunities undermined by machinery introduced by their better off neighbours.

Statements by the Indonesian Government promising a more equitable distribution of the benefits of growth can hardly be taken at face value.

The military leaders have steadily increased their level of repression and their distance from the populace; they are relying ever more heavily on coercion and bureaucratic direction.

For these reasons, gestures towards social welfare are unlikely to be translated into tangible popular benefits, other than temporary palliatives.

Has Indonesia an alternative?

There is no easy solution to her problems, but a surer beginning for balanced development lies in phasing out foreign aid, restricting the operations of overseas corporations, and assigning top priority to far-reaching social changes in the villages so as to make them collective units of both agricultural and small-to-medium scale industrial development.

It will be a long, slow haul, requiring a thoroughly reform-minded and dedicated leadership. But it will avoid the trap of dependence and imbalance into which she is now falling.

—Dr Rex Mortimer, Department of Government, University of Sydney.

NEWS FROM OTHER UNIVERSITIES

MELBOURNE

Greek teacher from Wales

A 24-year-old Welsh born bilingualist arrives in Melbourne this month to establish the teaching of Modern Greek at Melbourne University.

He is Efsthathios Gauntlett who was born in Wales in 1949 of mixed Welsh and Greek parentage. He is bilingual in English and Greek.

Mr. Gauntlett has been appointed to the Lectureship in Modern Greek which was made possible by finance raised by members of the Greek community in Victoria, by money and books given by the Greek Government and by support from the University's Development Fund provided by the State and Federal Governments.

This year about 200 students are studying Modern Greek at Higher School Certificate level.

Mr. Gauntlett was the founder of the Oxford University Greek Society. He has a special interest in modern Greek poetry, folklore and music. Recently he has been doing a PhD thesis on Greek folksongs.

The Minister for the Media, Senator Douglas McClelland, is scheduled to give a public lecture at the University of Melbourne on Friday, October 26 at 8.15 p.m. in the Latham Theatre, Redmond Barry Building.

LATROBE

Housing contract

La Trobe University has entered into a contract for the sum of \$562,597 with A. V. Jennings Industries (Aust) Ltd. for the construction of 31 flats which will provide accommodation on campus for 120 staff and students of the university.

The new project, designed within the University's Buildings Branch, will provide units containing two to six bedrooms in three separate groups each with three levels. The project should be completed by July 1974.

INTERSTATE

Biotechnology at NSW

The School of Biological Technology at the University of New South Wales in 1974 will offer a formal course leading to the degree of Master of Science (Biotechnology).

The course will include advanced treatments of the following principal areas of biotechnology: micro-organism productivity, enzyme technology, microbial process control, and biodegradation and biodegradation.

Queensland wants some non-drinkers

Queensland University's department of psychological medicine is looking for total abstainers to take part in a study comparing them with alcoholics.

The study is aimed at determining whether alcoholics might suffer changes in composition of bone, leading to easy fractures.

The department's head, Professor F. A. Whitlock, said people affected by alcohol apparently had a greater than expected incidence of fractures.

The flats are the third building project undertaken by La Trobe University Housing Ltd., a non-profit, self-supporting company formed by the university to provide non-collegiate accommodation for students and staff.

The two existing buildings provide accommodation for 135 persons. The company's building projects are normally financed by loans borrowed from sources outside the university, but on this occasion Commonwealth funds of \$250,000 have been made available to help finance the project.

The course will be available on a full-time and part-time basis. It will include a number of case history studies and the participation of candidates in experimental, technical and design projects.

Applications for admission will close with the University of New South Wales Registrar on January 18, 1974.

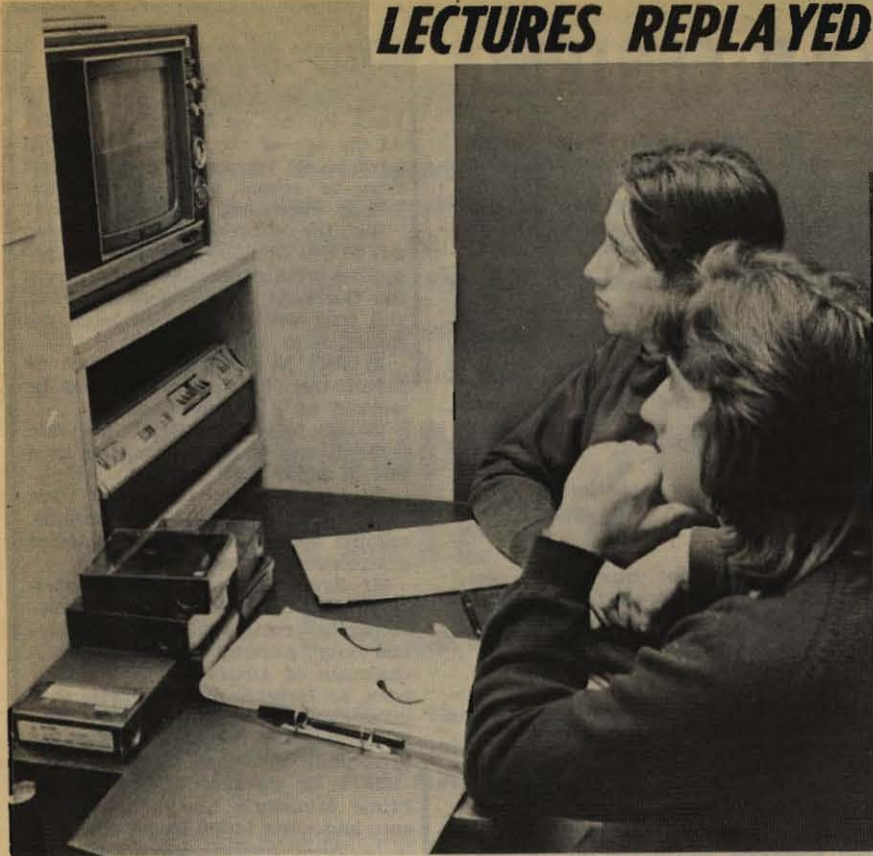
Full details of the structure and syllabuses of the course, entrance requirements, and application forms can be obtained from: Professor B. J. Ralph, School of Biological Technology, University of New South Wales, Kensington, NSW, 2033.

If it could be detected that this was because of bone composition changes, there would be a good reason at least for persuading heavy drinkers to improve their diet to increase calcium intake, he said.

About 50 patients diagnosed as suffering from alcoholism are being examined. They are being given X-rays of the spine and one hand, and their blood and urine tested.

Prof. Whitlock said he needed between 50 and 60 male abstainers aged between 35 and 50. They will need to match the sex and age of the other patients.

LECTURES REPLAYED



Videotape programs used by lecturers in the Department of Physiology are now available for replay through the videotape cassette systems temporarily installed in the foyer of the Audio Visual Aids Building.

The set, which functions in both black and white and color, is operated like an audio cassette recorder — stop and start, rewind or fast forward.

During the year several videotape programs made both recently and in past years are used by lecturers during their normal lecture periods. To date there has been no way in which this material could be made available for students subsequent to their viewing of the material in the lecture.

Audio Visual Aids Officer Mr. E. C. Snell said facilities for two monitors will be installed in the bio-medical library early next year.

He said the University's Higher Education Research Unit will conduct a research to determine the reliability and suitability of the equipment and the students' acceptance or rejection of the system.

If the results of the research are favorable, more facilities will be provided for the use of the students.

Audio-visual equipment on display

About 20 manufacturers will display and demonstrate the latest developments in audio-visual equipment in an exhibition to be held from 10 a.m. to 4 p.m. on Wednesday, October 31 in the multi-discipline laboratory in the medical building.

The exhibition is being organised jointly by the Higher Education Research Unit and the Audio-Visual Aids Section.

Monash academic and administrative staff are invited to view the wide range of audio-visual equipment on exhibition.

The organisers are concerned that some Monash people may not know the exact location of the multi-discipline laboratory, which is on the south-west side of the medical building. Signs pointing to the display will be erected around the campus.

More information on the exhibition is available from Dr. Hore in education on ext. 2848, or from the Audio-Visual Aids Section.

From September 12 to October 17, the Higher Education Research Unit conducted a series of workshops for 15 Monash academics on the theoretical and practical applications of media to tertiary teaching.

The workshops covered the use of films; reducing, enlarging, lettering, laminating and mounting; use of overhead projector and preparation of transparencies; audio-tape recorders and synchronised tape-slide presentations; and film and television production.

Scientists should play watchdog role

Committees of independent scientists had an important watchdog role to play in shaping Australia's scientific future, Sir Rutherford Robertson said at Monash last month.

Sir Rutherford, president of the Australian Academy of Science and director of the Research School of Biological Sciences Australian National University, was giving the third Oscar Mendelsohn lecture.

The Australian community, he said, had to be served by advice from three kinds of scientist — those employed by the government, those called in to serve on government committees, and those serving on completely independent committees.

Committees appointed by such in-

dependent bodies as the Academy of Science, the Royal Australian Chemical Institute, the Institute of Physics, and the Society of Social Responsibility in Science could operate with a freedom sometimes denied to government scientists and government-appointed groups.

Government scientists were limited in what they could say publicly while scientists named to official committees were, for the time being, under some obligation to those who had appointed them.

DR. J. A. McDONELL, Director for Continuing Education, has recently been overseas. He writes about the British Open University and suggests that . . .

MONASH WAS ONCE LIKE THE OPEN UNIVERSITY

The Open University is likely to induce a feeling of nostalgia in anyone who worked at Monash in its early days.

It has that familiar, stimulating atmosphere — a sense of pioneering, a situation in which you can get to know a large proportion of all other staff, an acceptance of makeshift arrangements — they're all there.

There's also that same commitment to a new institution and its new ways, with a determination to make it work and to have it recognised and accepted as an equal among other universities.

In this latter respect, of course, the O.U. has had a much harder row to hoe than did Monash. Criticism of the very idea that adults can obtain an education of university standard without attending a university campus will die hard.

However there is now general agreement that the course materials which the O.U. produces are, in most cases, not only first-class in presentation and production but also of an academic standard which other universities would be happy to claim as their own.

Distant learning

The greatest advance made by the O.U. is its development, on a large scale, of a system especially designed for "learning-at-a-distance". The principal factors determining the design of this system are, to quote from the university's handbook:

"Open University students need no 'A' level, 'O' level or any other formal academic qualification for entry."

"They are usually over twenty-one and the majority are in full-time employment or working at home . . . We expect (them) to study mainly at home and in their spare time."

"The University is 'open' as to people; it is also 'open' as to places, for students live in every part of the United Kingdom. It is also 'open' as to methods, though all aspects of our present courses are integrated."

The television component of the learning system is the one which attracts the most publicity. But it is worth noting that only about 10% of the student's study time is concerned with television and radio programs. These provide only one of the channels of communication available to the O.U., it is interesting to list all those that are used.

"If a group of scientists under government auspices reaches a particular set of conclusions, it is very valuable, especially if the issue is controversial, for another body of completely independent scientists, with the same sort of competence in the relevant field, to put in a parallel report," Sir Rutherford said.

If the two reports agreed, the community could feel satisfied.

If the committee of independent scientists disagreed with the advice given by the government's committee, then the quicker the disagreement was made known and warning bells were sounded, the better.

For this reason alone, said Sir Rutherford, it would be most unfortunate if bodies such as the Academy of Science were to become, at any stage, an arm of government. Independent bodies of scientists must be free to be able to say, at times, that government policy for this or that scientific development was, in their opinion, right or wrong.

Every O.U. course regularly makes use of the following media:

- Correspondence text
- Television
- Radio
- Correspondence tutor
- Face-to-face tutor
- Counsellor
- Assignments

And, in addition, many use a majority of these:

- Tape cassettes and records
- Photographic transparencies
- Home experiment kits
- National student computing service
- Summer schools
- Set books
- Readers (specially-published collections of articles etc.)

In other words, the O.U. has developed a system which has the capacity to make optimum use of the full range of communication resources available in the country — and to do so, not just in a small-scale pilot project, but on a regular full-scale production basis for tens of thousands of students.

There must be many thousands of adults in Australia who, like the O.U.'s students, are in full-time jobs or are working in their homes (most of the latter being housewives) and who are only too anxious to resume some kind of learning activity, but who cannot — or prefer not to — undertake regular attendance at classes.

The O.U. system is probably the best available model for this purpose; and it can obviously be applied to the production of all kinds of courses — not simply those which are designed to lead to a degree.

Team technique

At the heart of the O.U. system is the Course Team technique for the production of the course materials. The traditional academic model, in which Dr. X is given the task of running subject A and does so by devising his own notes (which no-one sees) from which he gives lectures (which no other staff hear), then setting an examination (for which he is solely responsible) and marking it (according to his own criteria), has no place at the O.U.

Every O.U. course is designed by a team of a dozen or more staff. The majority are academics drawn from the Faculties, the Regional Tutorial Service, the B.B.C. O.U. production staff and, most importantly, the O.U.'s Institute of Educational Technology. The team also includes editors, research and administrative assistants and consultants.

If, in Australia, we agree that there exists a large potential for external studies and if we agree that the O.U. system is the best available model for the production of a learning system especially designed for external students, it then seems that the best agency for the development of such a system is a single, new organisation which can draw together in the one place the multidisciplinary staff needed for the creation of a variety of interlocking course teams.

Such an "Australian Open Educational Service" might well be the most effective agency for injecting innovative thinking and methods (and, incidentally, a more flexible attitude towards accreditation) into the Australian tertiary scene.

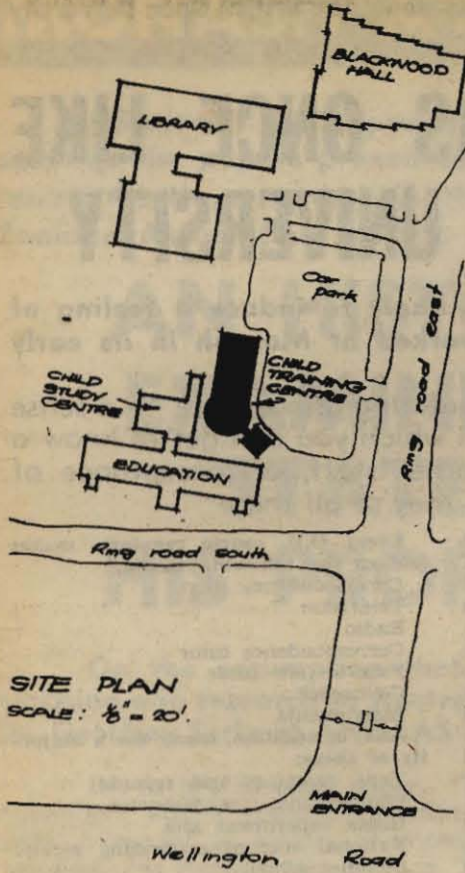
THE KRONGOLD CENTRE

The Dinah and Henry Krongold Centre for Child Training was designed by the University's architect, Mr. Alan Scott, from sketch plans drawn up by Mr. Fred Perry, senior lecturer in education, and other members of the Faculty of Education.

It will be built on a site adjacent to the Education Faculty and the existing Elwyn Morey Child Study Centre, which includes a kindergarten.

The Centre consists of five principal areas:

- Motor Development and Co-ordination.**
Motor development and co-ordination are essential for development in other areas of learning. While there are obvious relationships with such activities as writing, drawing and painting, there is much evidence that other skills, such as reading and language are enhanced when poor motor co-ordination is improved.
- Experimental/Diagnostic Rooms**
Accurate diagnosis of a child's disabilities is essential in any successful program of treatment.
- Language and related areas.**
Many children unable to progress at a normal rate experience some form of language difficulty. Deafness and intellectual retardation are two of the most crippling language handicaps, but most other disabilities also result in some degree of difficulty in the reception, expression or integration of language.
- Rehabilitation/Remedial rooms.**
In many cases, individual instruction or training will be necessary — at least for a portion of each child's school day. Here are rooms that can be used specifically for instruction, creative play, domestic training and social interaction.
- Service areas.**
The underlying philosophy of the Krongold Centre involves interdisciplinary co-operation for both research and training. In this area are consultation rooms for academic staff from other University departments, such as Psychology, Paediatrics, and Social and Preventive Medicine, and for staff from the Victorian Education Department and other sources.



The donor

Mr Henry Krongold was born in Lodz, Poland, on December 12, 1909. At the age of six, he went with his parents to Warsaw, where he first went to school and took his first job, in insurance.

With the outbreak of war, he joined the Polish artillery, fought throughout the brief campaign, escaped from the Germans on December 2, 1939, and four weeks later fled from the Russians to Lithuania.

In 1941 he kept moving, first to Japan, then to Australia, where he worked as a cotton spinner.

In 1942, he married Dinah, who had come from Poland to Australia as a girl of eight.

They have three sons aged from 19 to 29; Dennis, in the middle, studied law at Monash and married a Monash arts graduate.

Mr Krongold has extensive interests in textiles and carpet manufacturing, real estate development and city parking stations. He is chairman of Australian Wool Industries, an Israel-based enterprise that takes Australian wool for manufacture in Israel and subsequent sale — principally in Japan.

He is a member of the Israeli Prime Minister's Economic Conference and visits Israel frequently.

Professor Dunn said that with the greatest goodwill, the Faculty of Education at this stage was unable to deal with applications or enquiries about the centre — either by mail or phone.

"The staff in special education is fully committed in its present limited space," he said.

"When the building is near completion, an admission policy will be decided upon in consultation with existing organisations."

Monash part of Asian interchange

MONASH academics who wish to work for a period of from three to four months in an Asian university are invited to apply for a fellowship under the 1974-75 Leverhulme Trust Fund Interchange Scheme Fellowships.

Application and nomination should be lodged with Mr. J. D. Butchart, the Academic Registrar, not later than March 31, 1974.

The fellowship is tenable between October 1, 1974 and September 30, 1975.

The Leverhulme Trust of Great Britain offers funds to six Australian universities to enable an interchange of academic staff between these universities and universities in a number of Asian countries.

The scheme, insofar as it affects Monash, provides for one visitor a year from Monash to an Asian university and for one Asian visitor a year to Monash, not necessarily from the same institution.

The Asian countries included in the scheme are Hong Kong, India, Indonesia, Japan, Malaysia, New Guinea, Pakistan, Philippines, Singapore, Taiwan and Thailand.

Monash academics who have been awarded the fellowship are Professor Herbert Feith, professor of politics; Professor D. A. Lowther, chairman of the department of biochemistry; Dr. G. I. N. Rozvany, reader in civil engineering; Professor J. H. Smith, associate professor of physics; Mr. F. A. Trindade, senior lecturer in law; and Professor W. Ironside, chairman of the department of psychological medicine.

Asian fellows who have visited Monash have been from universities in Japan, India, Singapore and Bangalore.

Melbourne car park

Work has been completed on the visitors' car park at the University of Melbourne. To use the car park people should enter by the entrances at either Grattan St. or Monash Rd.

German taught in primary schools

Progress in the teaching of foreign languages, particularly German, in Melbourne primary schools was reported at a seminar held at Monash in September.

The talks were a follow-up to a seminar at Monash Teachers' College in 1972, when about 30 language teachers from universities, teachers' colleges and schools discussed the wider introduction of languages into the primary schools.

At the second seminar, schools experimenting with primary school German reported on their methods and problems.

According to Associate Professor Michael Clyne, of the Monash German department, one of the speakers at the seminar, a great deal of enthusiasm and some encouraging progress were revealed.

A teacher from Penleigh PLC played tapes of Grade V and Grade VI pupils who had acquired a "near native" pronunciation in a year.

Children, parents and teachers were all most enthusiastic about the experiment, the teacher reported. Children often spoke to her in German outside the class, she said.

At Syndal North Primary School, two German mothers were conducting German language classes as an elective. Reasonably good progress was reported. But problems were seen in the mothers' lack of teacher training and the fluctuation of interest among pupils because of the extra-curricular nature of the elective.

At Westbury Primary School, there was so much interest in a German language elective of one hour a week that a quota of 30 had to be imposed. The success of the course was demonstrated when a German boy joined the school and pupils were able to communicate with him in German.

Dr Clyne believes that the introduction of languages at primary school levels is valuable and necessary for a variety of reasons.

- Between the ages of eight and 12, most people lose the capacity to learn to speak a foreign language without an accent. Therefore, the early introduction of foreign languages was necessary for monolingual Australian children.

- Teaching of languages would help relieve tension between generations in migrant families by reminding migrant children of the importance of their native language — the language of their parents.

- Migrant children themselves sometimes needed help in maintaining their own languages.

- Migrants and native Australians would share languages and cultures to their mutual benefit.

Since last year, says Dr Clyne, the State Director of Secondary Education has referred, in a policy document, to the possibility of foreign languages at primary level.

In addition, the document has recommended to principals an extension of the range of foreign languages offered in high schools.

Bilingual education is being planned in at least one inner-suburban area.

"While there is still no systematic plan for the teaching of German and other foreign languages in primary schools, it is clear that advances are being made along the lines sketched out at last year's seminar," says Dr Clyne. "More progress, I think, can be expected."

Top award to Prof. Bodi

Professor Leslie Bodi, chairman of the Department of German, has been awarded a rare honor by the West German Government.

In a ceremony earlier this month, Prof. Bodi received the Officer's Cross of the Order of Merit of the Federal Republic of Germany.

Dr P. Sympher, Consul-General for Germany, presented the award in recognition of Prof. Bodi's contribution to the study in Australia of the German language, literature and culture.

The presentation was made in Dr Sympher's home. At left is the Dean of Arts, Professor Guy Manton, Mrs Bodi, Prof. Bodi and Dr. Sympher.



MONASH AT ANZAAS

THIS month the Reporter publishes extracts from some of the papers presented by Monash staff at the recent Perth congress of the Australian and New Zealand Association for the Advancement of Science

AN HISTORIAN EXAMINES THE STATE OF HIS PROFESSION

On the assumption that many aspects of history teaching and research in Australia need urgent discussion, Dr. Geoffrey Serle at ANZAAS dissected the profession.

Dr. Serle's 27-page paper, "The State of the Profession in Australia", was a presidential address to Section 26, History. Dr. Serle, a reader in history at Monash, is a renowned Australian historian. His major works include "The Golden Age", "The Rush to be Rich" and "From Deserts the Prophets Come", which was reviewed in the August Reporter.

He started the ANZAAS paper with some figures.

Just before World War II there were 15 full-time professors and lecturers in history in the six universities in Australia. Now it stands at about 320 in 16 universities.

Add to that 100 temporary tutors or teaching fellows, about 40 professors and lecturers in economic history, and 40 or so other historians in classics, fine arts, education and history of science. And perhaps 250 in other tertiary institutions. Total — about 750 historians employed in Australian tertiary institutions.

PhD growth has paralleled staff growth — in the last five years the rate of thesis-production has increased by about 70 per cent.

But when this is analysed the picture is not so favorable. Australia operates on a little more than a quarter the scale, relatively, of both the United States (900 PhDs in history a year), and the United Kingdom (more than 200 a year). Australia produces about 15 a year — but the Australian National University produces about 60 per cent of that output. From 1955 to 1972 the A.N.U. produced 83 of the 135 PhDs.

"There is little doubt that the standards of our postgraduate theses have markedly risen over the years and are now high in world terms," Dr. Serle said. "My complaint is that we have not done more to develop graduate work in the metropolitan universities.

"In over 20 years teaching I, for example, have seen through, as supervisor, only three PhD students.

"Some of the older generation of administrators of history departments still tend to regard graduate students as 'extras', additional burdens over and above the primary job of teaching undergraduates — the standard Oxbridge view until twenty years ago.

"I have heard senior colleagues bemoan the impossibility of supervising all the few graduate students they were getting. Their priorities are cockeyed, I assert, especially because of the existing poor standards of qualification among senior history teachers in schools and, indeed, in most occupations for history graduates other than university teaching."

One problem was that no university outside Canberra had developed or would develop a graduate school of adequate size. In metropolitan universities graduate students were usually "deplorably isolated", most students were part-time, and specialist seminars were only occasionally possible.

"It is surely futile for history departments to continue battling to develop their own graduate schools which will never be adequate. The ideal answer is for the city universities to federate at graduate level, which will probably never be possible in formal terms.

"However, we might seriously consider the feasibility of Institutes of Historical Research like London's," he said.

Dr. Serle suspected that there was a great deal of uncertainty and discontent among tutors. Too often young tutors were put in a situation in which they felt, for reasons of sheer humanity, they must give everything to their teaching to the neglect of their thesis-work.

The shrewd now tended to go straight for a PhD on a scholarship. The less aware were beguiled by the offer of a tutorship on a higher salary. The salary disparity did not make sense.

"Perhaps we should develop four or five year programs for our apprentices, under which they might easily switch back and forth from a scholarship to full-time or part-time tutorships while doing their PhDs."

Too much university

He also suggested that historians may spend too much time in the university environment. "Our most difficult problem in training historians may be to find ways and means of getting them out of universities for a period."

Dr. Serle regarded as nonsense the "common ignorant charge" that academics neglected their students in order to get on with their research.

"Let me simply state my conviction that university teachers of history — and university teachers in general — have a quite remarkable sense of professional vocation and duty in their service to students."

However, historians did not take the writing of history seriously enough as part of their professional function.

Dr. Serle said historians had accepted and did not protest against the concentration of almost full-time research-historians in the A.N.U. (Institute of Advanced Studies) on the one hand and the almost entire absence of full-time or part-time research posts in the other universities.

"We simply do not give many of our best men, who might write masterpieces, the chance to do it.

"We have not thrown up spokesmen for the social sciences and humanities who are capable of making the case for research, either in fundamental or utilitarian terms, in the admittedly hostile atmosphere with which we have been familiar.

"Science has its CSIRO after all, in addition to its preferred position in university research. How often is that point made?"

"There should surely, in addition to genuine readerships, be one or two temporary research positions in every history department, as a deliberate reallocation of existing resources, extra teaching burdens deliberately carried by the department."

On course content, Dr. Serle suggested that all larger history departments were too broad and not specialised enough. Shallow all-roundness had developed.

Further, universities had not developed sufficient courses on contemporary history, post World War II history.

No publicist

In his conclusion, Dr. Serle claimed that historians had not assumed the role of the active intellectual and publicist.

"Most of us, in frustration and despair, have been conditioned by long-standing public hostility and anti-intellectualism to accept the ghetto-enclave-retreat position."

The profession had not thrown up men like Tawney, Carr, Trevor Roper, who, aside from their quality as historians, had been positive contributors to political and intellectual life.

"Other than one or two specialists in Australian foreign policy, hardly any historians here have written contemporary works, or any set in the postwar period, relating to their own society, Dr. Serle said.

"In contrast to our colleagues in Britain and the United States, we are neglected as possible advisers and enquirers by governments — and perhaps it is not surprising."

The profession lacked spokesmen for history in the quarterlies and the serious press.

"Surely as much or more than any other group, in this age of abandonment of faith and general confusion, some of us have the ability to put that confusion into perspective, to aid to the small extent we can, those who have lost their intellectual way by drawing the relevant past parallels, clarifying the known, debunking the wilful or well-meaning prophets, sorting out unnecessary complexity — in short contributing to the further education and salvation of the vast new class of the semi-educated."

Problems of a planned village

At ANZAAS, Dr. Gale Dixon, lecturer in geography, discussed the serious social problems of settling a small group in Sarawak on a land development scheme.

The problems, he said, were directly related to the radical change in type of dwelling (from the traditional longhouse to small widely spaced houses), and to the arrangement of the village imposed upon the settlers.

Those basic difficulties were made worse, he said, by the degree of government intervention, the doubtful economics of the venture, and the introduction of a new agricultural technology based on the monoculture of rubber.

Although the scheme has repeated a number of errors that had been noted in other resettlements, Dr. Dixon believes it will survive; but the quality of life of the settlers will, at best, be only a little better than what they enjoyed before.

If sunbeams were weapons of war, we would have had solar energy long ago. — Director of the British Association, Sir George Porter, quoted in October "Coresearch", the CSIRO staff magazine.

"Industrial policy needs more than opinion polls"

The framing of Australia's future industrial relations policies could not rest satisfactorily on periodic public-opinion polls, Professor J. E. Isaac of Monash told the ANZAAS conference.

In the national interest, much wider research and inquiry was necessary.

"The drawing together of different views and the examination of the facts and assumptions on which they are based, is a necessary first step in establishing consensus on appropriate courses of action," Professor Isaac said.

At the very least, wider study could provide pointers for the direction in which industrial relations should aim to move and what role, if any, the government should play in this connection.

Professor Isaac, of the Economics Department, spoke on compulsory arbitration and collective bargaining in the light of recent economic experience in Australia.

He intended to stand by his earlier criticisms of the concept of compulsory arbitration, he said, but wanted to offer some further thinking on the place of collective bargaining in industrial relations and its effect on wider macro-economic issues.

There were no statistics showing the relative importance of these different areas but two generalisations could be made.

One was that compulsory arbitration had now become an ancillary part of the industrial relations system, as intended by its original promoters.

By contrast, genuine negotiation and conciliation associated with collective bargaining systems had become important elements in Australian industrial relations.

Yet, as a second generalisation, it could be said that despite these developments the imprint of the arbitration system was still a clearly distinguishable feature of Australian industrial relations. The possibility of arbitration being used still affected the character of negotiations.

Discussing the merits of collective bargaining, Professor Isaac said there was need for investigations of the extent to which earlier expectations had, in fact, been realised.

Deficient discussion

Generally speaking, Australian discussions of collective bargaining were deficient not only in empirical evidence but also in scope.

The firm or the industry had been taken as the basis for evaluating collective bargaining and compulsory arbitration, and the test has been the degree of industrial harmony and the extent of labor-management cooperation.

This micro view was important, but the effects of decisions made at the plant extended beyond this.

"What may be a 'good' settlement for this level as judged by the parties at this level, need not necessarily be good for the economy as a whole," said Professor Isaac. "The sum of the parts need not equal the whole."

Although the pursuit of self-interest by groups in the labor market through collective bargaining might be conducive to good industrial relations, this could be at the cost of inflation. And in the long run inflation might have adverse effects on shop-floor industrial relations.

Professor Isaac added: "It is probable that under full employment, there is inherent in collective bargaining systems... an inflationary bias as the larger settlements become the standard for most."

"This, I hope, will not be regarded as a veiled bid at union-bashing or employer-bashing, but rather as an attempt to draw attention to a serious question posed many years ago and still not adequately answered: are full employment, price stability and free collective bargaining jointly compatible with each other?"

Monash at ANZAAS



SHARED LIVING— AN ALTERNATE WAY?

"ALTERNATIVES TO SUBURBIA" was the title of the paper presented to ANZAAS by Peter Cock of sociology.

(Mr. Cock and his wife are pictured above in the middle row of a group which lives communally in Kooyong).

Mr. Cock argues that the major difficulty with all alternatives and any innovation is resistance to change. It is, he says, a resistance largely generated by "the one dimensional socialisation that inculcates acceptance of only one form and style of living."

The answer he believes involves the adoption of alternative life-styles within society, not the complete rejection of what society has accomplished. One simple solution, for example, is a readjustment of the design of modern housing estates (see story on the opposite page).

Below, journalist IAN MARSHALL interviews Mr. Cock . . .

The search for workable alternatives to the impersonal, standardised life styles of modern suburbia is one of the major professional and private concerns of Monash sociology senior teaching fellow, Peter Cock.

He believes that the time has come for radical reconstruction of suburban life styles, and sees one answer in the increasingly-popular communal living movement.

He has spent three years studying communal living in Australia, and is becoming widely known as a speaker and writer on the subject.

In addition, he practises what he preaches.

He and his wife live communally with six others in Kooyong in what he calls a bourgeois-style commune offering a "liberal" alternative to conventional suburban living.

"For some people, communal living means a total involvement in the counter-culture and the rejection of all conventional values," he says. "Our interest is in finding an alternative life style rather than in throwing aside all suburban values."

In August, he had the opportunity to present his ideas on suburban communal possibilities when he read a paper, "Alternatives to Suburbia", at a session of the ANZAAS conference in Perth.

Present-day planning in Australia, he told the conference, lacked an ability to respond to future needs and tended to lose sight of the individual in its concentration on "macro" developments.

The predominant forces within the present social order were clearly economic and material, he said.

Society demanded of us that we be competitive, ambitious, superficial and conformist. Economic dictates tended to force people to live in small social units, work hard at meaningless labor, and find self-expression in a life style of continuous, indulgent consumption of unnecessary, obsolescing consumer items.

Where there were individual problems, the focus tended to be on the remoulding of the individual to fit the demands of society.

"We live in a social order that operates from the macro level down to the micro, from the impersonal to the personal, from the top to the bottom, from the nation and the city to our backyard," Peter Cock said. "What stands so often in our consciousness is not our own personal worlds but the impersonal mass of the city and suburbia."

Man's personal environment — the environment where he felt he was significant, where he could be himself, where his psycho-social needs were primarily fulfilled — was being increasingly destroyed. The impersonal world was encroaching more and more.

Suburbia today emphasised "competition and aggrandisement," in contrast to the spirit of unity and solidarity of the old rural village communities. The call was for centralised administration and efficiency.

The development of large shopping centres dominated by one large department store was meaning the death of the small neighborhood shop. Local community sports had largely been replaced by mass spectator sports, often watched on TV.

The sense of neighborhood was no more than a myth, with most nuclear family units living in isolation from one another, in streets of people with no knowledge of one another and no wish for such knowledge.

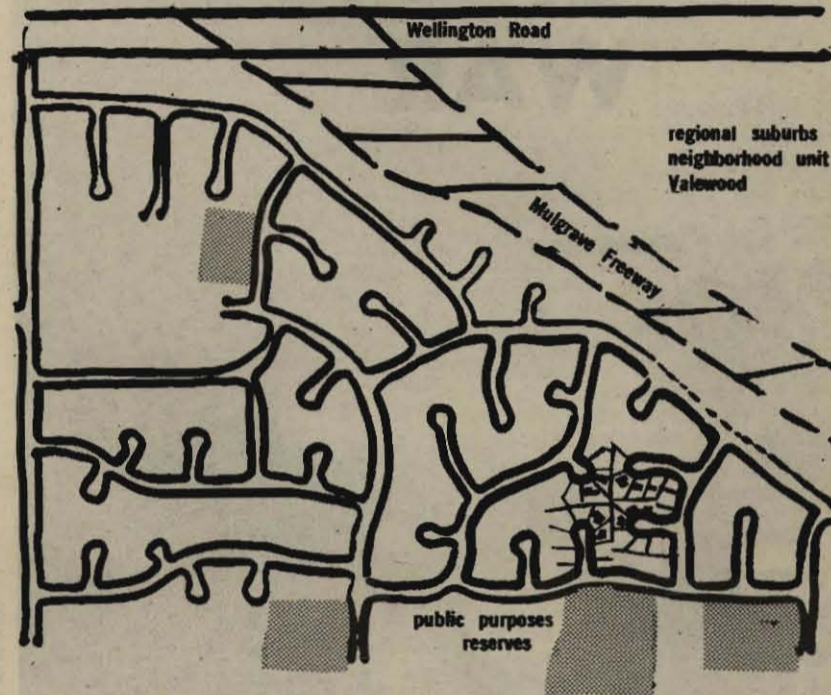
"The suburban condition," Peter Cock argued, "is one of the major causes of the problems we confront in Western society. Delinquency, crime, people-bashing, alienation and so on dominate our social consciousness. The causes lie more with the kind of economic system and its suburban expression than in a particular kind of person."

The need, then, was for a radical movement towards the creation of a strong personal environment, and the development of new forms of community that fostered community values of co-operation, participation, sharing and caring.

One alternative, though only for the select few who could afford it, was the town house. Some auxiliary communal services were attached, but essentially the town houses were expensive glamour flats rather than true experiments in communal living.

A more significant development from the point of fostering inter-family relationships was the development of cluster housing. This involved a comprehensive development of several detached dwellings on the one site.

How to rearrange a suburban housing estate...



ABOVE is a plan of a typical suburban housing estate. This one is a Jennings estate off Wellington Rd., Glen Waverley.

The houses are nice and new; but, according to Peter Cock, they are box-like, cut off by fences, and prohibiting social contact. To him the development represents duplication of facilities and the encouragement of individual materialism (see story opposite).

He suggests a readjustment of this type of subdivision to culminate in the plan below with open access and communal area. His scenario is as follows.

Suppose one house owner decides to build a swimming pool. He allows others to use it, so a network of gates is installed.

In return for access to the pool, neighbours begin to share items which they have, for example a large lawnmower or a boat.

One mother who doesn't work, but has two children, offers to establish a play group for other children. As most commute to the city by car each day, a car pool is organised. The pressure of rising inflation promotes the creation of a bulk-buying food co-operative.

By this time the community momentum is being developed. People are beginning to know and care for

each other and to discover the similarities of their needs and interests.

The time and cost savings and the sheer pleasure associated with their co-operative efforts enhance their mutual commitment and begin to cement relationships. Their external dependence for friendship, leisure activities and child-minding are reduced.

After a time, say two years, one neighbour suggests that a parkland could be created by pulling down the backfences. And so a treed common is created, the cost of which is shared.

From here, purchases now take into account not only individual family needs but what is needed by all. A number of duplicated consumer items are sold, and the number of cars is reduced.

Children become more a neighborhood responsibility; they are free to move about and mix as they wish with safety.

A variety of future developments are possible. For example, all street frontages except one could be closed, creating individual private courtyards and creating a single entrance. Moves could be made for a more legal basis.



ABOVE: The Winter Park cluster development in Doncaster. Cluster housing in Australia has faced legal and political problems. Winter Park was modified several times to be finally approved as "flat" development.

The developer provided both private and communal areas. A central communal area, impossible to accommodate in the average residential development, could be used for recreation and made possible the creation and maintenance of a semi-rural environment.

Peter Cock also discussed possibilities for the development of a more co-operative life style on a typical suburban housing estate, and then outlined communal alternatives to the nuclear family and its isolation.

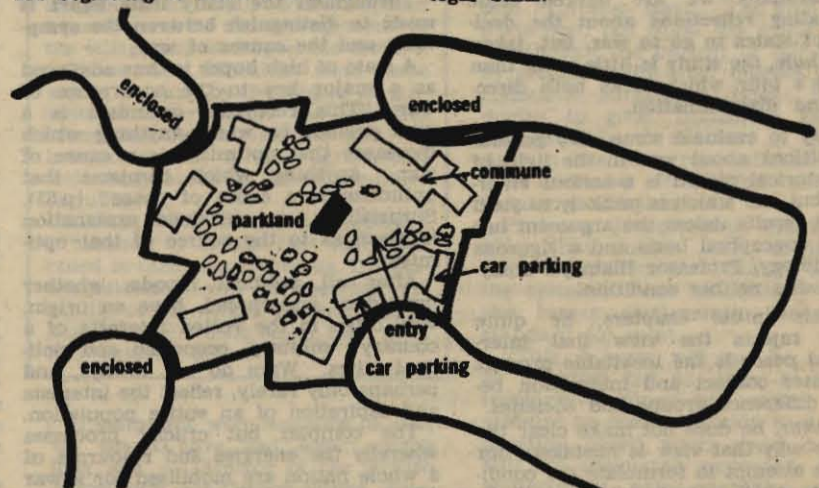
What appeared likely in the future, he said, was the freely-chosen joining together of various nuclear units, maybe in the form of group marriage, or more likely in the form of a loosely structured grouping of families sharing some communal activities such as recreation, child-care and even cooking.

What form such moves took would depend on how much people wanted to share communally, and how much privacy individual families wished to have.

"Communes and the clustering of say five families can give the sense of a closely-knit community... a feeling of being close but not tied to one another, a source of support and personal development from a variety of significant others," Peter Cock said. "The benefits for children are obvious."

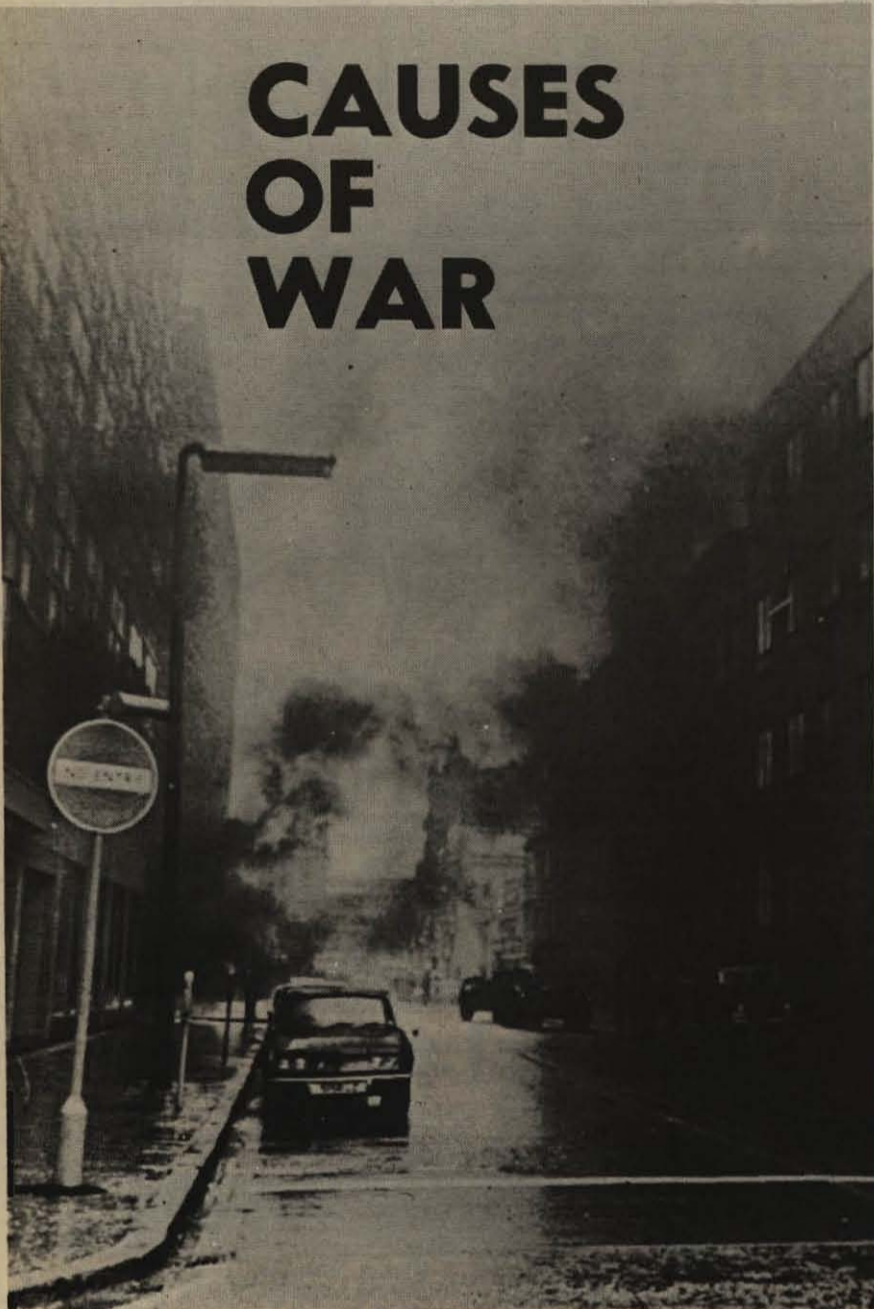
To be fully communal, a group needed to share totally at all levels of human need and ability with each member of the group. In reality, no-one shared to this degree. That would be to go to the other extreme of the private isolation of the nuclear family.

But it was possible that small co-operative communities of varying size and forms — communities providing a middle ground between the old village life and present suburbia, with most of the advantages of both — would be one of the community building forms of the future.



In Review

CAUSES OF WAR



Book: The Causes of War. Published by Macmillan, London, 1972. Hardcover \$9.50.

Author: Professor Geoffrey Blainey.

Review by Joseph Camilleri.

Professor Blainey's book is one more effort in a long line of scholarly and popular studies attempting to illuminate the factors making for peace and war.

One may have reasonably expected that in this case the author's historical perspective would help in exploring new areas or in providing additional insights.

Occasionally we are offered some stimulating reflections about the decisions of states to go to war, but, taken as a whole, the study is little more than a Cook's tour which lacks both direction and discrimination.

To try to evaluate some very general propositions about war in the light of the historical record is a serious enterprise, but one which is unlikely to yield fruitful results unless the argument has a solid conceptual basis and a rigorous methodology. Professor Blainey's analysis satisfies neither condition.

In his initial chapters, he quite rightly rejects the view that international peace is the inevitable product of greater contact and interaction between difference groups and societies.

However, he does not make clear the reasons why that view is mistaken, nor does he attempt to formulate the conditions in which closer links are likely to promote co-operation on the one hand and hostility on the other.

Throughout the study little effort is made to distinguish between the symptoms and the causes of war.

A state of high hopes is thus advanced as a major key to the occurrence of war: "This recurring optimism is a vital prelude to war. Anything which increases that optimism is a cause of war. Anything which dampens that optimism is a cause of peace" (p.53). Surprisingly, no sustained explanation is given as to the source of that optimism.

After all, political moods, whether limited or widespread, have an origin, very often in the vested interests of a country's military, economic and political elites. Wars do not always, and perhaps only rarely, reflect the interests and aspiration of an entire population.

The complex but crucial processes whereby the energies and resources of a whole nation are mobilised for a war effort are therefore deserving of very serious study, though they receive little attention in this book.



Professor Blainey concentrates on the mechanics rather than the causes of war, hence his emphasis on the calculus of power and timing.

Having thus restricted the nature of his investigation and having made the dubious assumption that peace is the absence of war, he is then able to ascribe major significance to such subsidiary factors as the assessment of military strength, estimates of the likely role of third parties, and the impact of changes in the personnel of ruling elites.

In the section entitled 'The Abacus of Power', the author demonstrates rather perceptively that the balancing of power between states does not contribute to the prevention of war.

Unfortunately, this important insight does not lead him to question his main contention that "war is a dispute about the measurement of power" (p.114). The Napoleonic wars and the Franco-Prussian war in the nineteenth century and the two World Wars in the twentieth century were not, as Blainey asserts, principally the product of miscalculation. They were the consequence of a profound conflict of interests relating not so much to the measurement as to the distribution of power.

Obsessive concern

The obsessive concern with power calculations, with questions of timing and procedure, in short, with the strategy of violence, indicates a Clausewitzian characterisation of war as a chess game.

Professor Blainey's analysis in refusing to break with this tradition, overlooks the role of psychological motivation and the relevance of economic, social and political forces.

Two basic misconceptions prevent him from avoiding this obvious but deadly trap.

In the first place, he fails to appreciate that peace and war are diametrically opposed to one another. By equating peace with the silencing of guns, he is able to adopt the conventional view of the nineteenth century as a century of comparative peace, stability and progress. He does not, even for a moment, entertain the grimmer but more instructive notion that this period of relative calm may have laid all the foundations for the outbreak of World War I.

The second and related assumption is the author's random approach to wars as if they were discrete but recurring events unrelated to the prevailing social and political circumstances. What follows is the strangely unhistorical exercise of ignoring the explanatory value of economic trends, technological developments and socio-political tendencies.

Little confidence

Given the absence of genuine historical perspective, it is with little confidence that the reader will accept Professor Blainey's assessment that "... threats — effective threats — were a vital characteristic of long periods of peace" (p.137) or his conclusion that "peace depends on threats and force" (p.173).

Whether wittingly or unwittingly, the thrust of the argument is to reinforce that sinister and bizarre state of mind which underlies the strategy of nuclear deterrence and animates the tragic arms race which threatens to reduce our world to ashes.

VACATION STUDY OF DANDENONGS

The Dandenong Ranges is the subject of an environmental study to be undertaken over the coming vacation by the Victorian Public Interest Research Group Ltd.

The group is a non-profit student research company primarily concerned with environmental and consumer issues.

Some of its past activities and successes include pyramid selling, crazy auctions and dieldrin spraying; it is currently working on reports on packaging and old age homes.

The Victorian Public Interest Research Group Ltd. consists of student groups from Monash and Melbourne universities and an off-campus organisation, Public Citizen.

The group is currently appointing ten people to work over the vacation to prepare a report for publication next year on the best uses of the Dandenongs. It is a paid job at \$50 a week for 12 weeks.

Approach to business

Budgeted cost for the report is \$6625. PIRG is approaching Melbourne business organisations to help finance the study. Last year \$7000 was raised from business for consumer and dieldrin surveys.

The Dandenongs study will include a basic resource inventory, determination of present and future uses, the investigation of the aims, policies and activities of public bodies in the area and the synthesis of environmental standards.

The ten-member team will include a project director, research officers and secretarial staff. Applications closed last Thursday.

Interviews for the director were held last Monday. Interviews for the research officers will be held this weekend.

More information is available from the Community Research Action Centre, ground floor, Union, or the Monash Careers and Appointments Office, first floor, Union.

Indonesian music draws the people



Following this month's concert series, the music department is half way towards paying off its \$7000 Indonesian gamelan.

The concert, "The Ramayana in Java", was held over two nights and three afternoons from October 1 to October 5. It attracted more than 2000 people.

It was the first performance in Australia of the Ramayana, an epic story that originated in Javanese folklore about 900 years ago.

One of the central characters, "Hanoman", the monkey general, is pictured above. Behind the costume and make up is Poedijono, the Javanese music teacher who has been teaching students and staff to play gamelan instruments. Photo: Vladimir Kohout.

More than 60 people from many university areas, including biomedicine, education, science, arts, engineering, administration and economics, attended Poedijono's weekly lessons.

Poedijono and Dr. Margaret Kartomi, senior lecturer in music, will present a Summer School in January.

New music reviewed

Melbourne's musical life has become very much more varied in 1973.

After many years of nurture by institutions such as the MSO, Musica Viva and the Australian Opera and Ballet Companies, who have presented — in city concert halls and theatres — music which has become to a degree, institutionalised, there has recently been a quite rapid growth of alternative music.

Monash's Blackwood Hall, in its second year of operation, has played a significant role in the development of this variety, offering an excellent alternative venue for, among others, the Melbourne Elizabethan Theatre Trust Orchestra, the recently-formed Melbourne Chamber Orchestra, the Melbourne Chorale and the finalists of the ABC Instrumental and Vocal Competition. The presentation of contemporary music in the Blackwood Sunday afternoon and Monday lunchtime series has been particularly valuable.

Two trends have been evident in the *avante garde* music presented: the interest of contemporary composers in extending the range of music by using new instrumental and electronic techniques; and the introduction of elements of theatre into concert hall music.

On August 5, in the Sunday afternoon series, Stuart Dempster, professor of trombone at the University of Washington, Seattle, and Keith Humble, until recently of Melbourne,

but now professor of music at the University of California, San Diego, and co-chairman of the Faculty's Project for Music Experimentation and Related Research, gave a recital of new music for trombone and piano. The more advanced music was framed by the two relatively conventional opening pieces by Hindemith. Works by Berio and Krenek displayed an amazing range of unusual techniques such as the didgeridoo technique of vocalising into the trombone and an ethereal effect of sympathetic vibration produced by directing the trombone sound into the open grand piano. American composer Robert Suderberg's 'Chamber Music III' utilised jazz techniques and idioms; Robert Erickson's 'General Speech' for solo trombone was one of General MacArthur's speeches spoken into the trombone and rhodified in many eloquent ways, performed in costume and with strobe lighting.

At Monday lunchtime on September 10, Melbourne musicians Janet Mason, viola, Robin Wright, piano, John Seal, percussion and Felix Werder, composer and 'Age' music critic, gave a concert of Australian music, mainly from Melbourne.

Sonata for viola and percussion by Peter Sculthorpe explored new viola techniques. A work for solo percussion by Ron Nagorska was played with sincerity and conviction by John Seal. 'Human sculpture' poses introduced seemed irrelevant and were performed somewhat self-consciously, but were saved, however, by John Seal's engaging stage presence. Felix Werder's 'Violatronic' for viola and synthesiser was a pedestrian essay in an interesting medium. The more recent works were set off by a Sonata

Asian studies face crisis of conscience

The impact of student unrest has changed the character of the debate within universities about the detachment and involvement of scholarship. Professor J. D. Legge said last week.

He was delivering the fourth Flinders Lecture in Asian Studies on the topic "Detachment and Commitment in Asian Studies". Professor Legge is Professor of History at Monash University.

He said the field of modern Asian studies had been troubled by a crisis of conscience in recent years, and that, like other parts of university study, it had felt the pressure and the tensions of the modern campus.

"The new attitudes have been accompanied by an attack on the very bases of liberal scholarship," he said.

Two themes had emerged, neither very original nor very distinctive, but which, taken together, have added up to a disconcerting criticism of established scholarship, he said.

"The first is contained in the assertion that all study, no matter how objective it may strive to be, is to some extent ideological in character and can be found, on investigation, to reflect hidden values and to serve hidden interests.

"The second comprises a frontal challenge to accepted views of economic growth and development," he said.

Radical arguments

In summation, Professor Legge said he found the arguments of the radicals uncomfortably persuasive, but also in some degree subversive of values that he still believed to be important.

These were the values of coolness and detachment, of scepticism and ambiguity, of respect for complexity, and of tolerance.

It seemed to him fair for the radical critic to demand of the historian or social scientist a consideration of basic value assumptions — including assumptions about the desirability of economic development following Western models.

tina for piano written in 1954 by Moneta Eagles — an almost eerie backward look at Debussy's impressionism. The program concluded with a suite of evocative pieces for viola, piano and percussion by Melvyn Cann of La Trobe University.

'Open House with George Dreyfus' on Sunday afternoon, September 16, was full of surprises.

The first work, a very rococo Quartet by J. C. Bach, was a kind of 'control' for the music to follow. Trio for flute, viola and harpsichord by Kalgoorlie-born George Tibbits was very intense but rather long. In George Dreyfus' 'Mo', baritone Peter Pianella, in costume and with appropriate pathetic action, sang old music-hall favorites such as 'The Man who Broke the Bank at Monte Carlo', cleverly fitted over a collage of Vivaldi excerpts. The second part of the concert was 'The Emperor's Nightingale', a dance pantomime, composed by the German composer, Hans Verner Heinze on the story by Hans Andersen, danced by the Dabbles dancers and choreographed by Christine Mearing.

After the initial shock of an abrupt change of style from mediaeval formal to bacchanalian quasi-primitive, the ballet settled down into action with commentary — one group acted out the story in fairly static fashion while the other bare-topped groups commented, like a chorus, with particularly athletic abstract-type movements, expressing the emotional content of the story. The very strong choreography overwhelmed Heinze's spare Chinese porcelain-like scoring for chamber ensemble but the total impact made that hardly seem to matter.

— Paul Maloney.

"Our students are right to chide us for our inadequate sense of urgency about crucial questions and for our lack of attention to the arguments advanced within the radical stream of modern scholarship," he said.

"Their criticism may well lead us to change our perspective.

"But our response to it must be our own. It would be well if we preserved a certain degree of scepticism to counter the passion of our critics.

"On their part there is a lack of tolerance and a danger of authoritarianism in the way their criticisms are made — a demand that we should uncritically accept their view, that we should be parties, perhaps, to the evolution of a new establishment view".

Professor Legge said what he was suggesting was that the proper academic role in subjects that bordered on matters of public policy was a sceptical and dissenting role.

Its job was not to espouse alternative orthodoxies, but to criticise all orthodoxies.

In these days academics, perhaps with the model of Henry Kissinger before them, were often available to advise governments, or to accept positions in government service.

This might be a legitimate goal for some, but it seemed to him that it would be a pity if academics ever really made the inside running in the world of government and administration.

Similarly, they might suffer from too positive a commitment to an oppositionist point of view.

— From the October 12 issue of "On Campus", published by Flinders University.

New pamphlet on education equipment

A new pamphlet, "Equipment in Education," is to be circulated late this month to all staff at lecturer level and above. The pamphlet will be produced on an occasional basis by the Audio Visual Aids Section.

AVA Officer, Mr E. C. Snell, said at least one more issue would be produced this year. In future, multiple copies will be sent to the chairmen of departments for circulation to staff.

AVA would appreciate any comments on its content and presentation. Items for future issues would also be appreciated.

Anybody interested may obtain a copy on request to AVA.

Players to travel

The Monash Players and the Director of Student Theatre, Nigel Triffitt, will bring theatre to the streets of Tasmania and Adelaide in February and March next year.

For the whole of February, 15 members of the troupe will perform throughout Tasmania in schools, parks, swimming pools, shopping centres, camps . . . "everywhere there is people".

They will present two children's plays, a street theatre piece, and "Fortune in Men's Eyes".

In March, another group of 15 will participate in the "Fringe Festival" section of the Adelaide Festival of the Arts. From March 17 to 30 they will present an experimental production and conduct theatre workshops in various places in Adelaide.

The Monash Players are also combining talents with the Alexander Theatre Guild in the production of "Rumpelstiltskin", a pantomime, which will be presented at the Alexander Theatre in January.

This will be the fourth Christmas pantomime at the Alexander Theatre — the previous ones have been "Peter Pan", "Pinocchio" and "The Glass Slipper".

The problems facing marketing graduates

Courses in marketing are not being given their proper recognition inside or outside Australian universities, according to Monash University's senior lecturer in marketing, George Ferris.

Mr Ferris says courses in marketing do not attract many students, and the few students who do graduate from them, find conditions in industry and government very frustrating once they are in a job.

"Marketing graduates are employed in an advisory or consultancy capacity, but their advice is rarely listened to," he said. "They seldom get to positions of real responsibility, and instead they have to watch the top jobs go to other people because of seniority or nepotism."

"These frustrations spread by word of mouth, and the status of marketing is further lowered in the eyes of university students. It's a vicious circle which is hard to break."

Mr Ferris, who came to the Faculty of Economics in April this year, gives courses in marketing to undergraduates taking a B.Econ. degree, and to graduate students in the Master of Administration course. He was previously a senior marketing consultant with W. D. Scott and Co. in Sydney, and before that spent 17 years in the U.S. as a full-time marketing consultant and part-time academic.

"In the U.S., marketing is seen as a dominant part of any business school," he said. "At the Harvard Business School for example, professors of marketing and professors of economics have equal status."

"Vicious circle"

"But even in the U.S., marketing graduates have the same problem of disillusionment when they go into industry. They see marketing departments operating at about 10-15 per cent. efficiency, but they're not able to do much to fix things up."

Mr Ferris is now trying to break this "vicious circle" in Australia by a hectic round of speaking engagements in Melbourne and Sydney. He hopes that, by explaining to people in management and marketing positions how they can use marketing graduates, he will break down the resistance to "brash young graduates who think they know everything."

At the same time, he says, graduates must go into industry or government with a more humble attitude. They should not assume that they are a highly desirable commodity and that "the world owes them a living."

"Let's say that two guys start in a company together, and A stays in the company while B goes off to study marketing for three years," Mr Ferris said. "During that time A learns the 'what' and the 'how' of the job. When B returns he must demonstrate his value by contributing in the area of 'why.'"

Consumer law study

A Canadian professor of law, Professor William Neilson, who came to Monash last July to lecture on consumer protection law has also found himself involved with Australia's foreign takeover laws.

After arriving in July he was asked by a provincial government select committee in Ontario to study Australian laws on foreign takeovers.

Professor Neilson, 34, is preparing a 100-page report on the November 1972 Australian legislation (known as the Companies [Foreign Takeovers] Act), to take home to Canada this month.

The Canadian committee has asked him to emphasise those aspects of the Australian regulations which appear most relevant to Canadian circumstances. Professor Neilson's report will be tabled in the Legislative Assembly of the province of Ontario.

LEAVE REPORT

A LOOK AT THE BY-PRODUCTS OF STUDENT DISSENT

Mr. J. D. Butchart, Academic Registrar, studied universities in the United States, Canada, Britain, Sweden and Fiji during an overseas study-leave tour lasting nearly a year.

He looked at university financing, student selection procedures, student health services, student accommodation, discipline, and staffing policies.

His 18-page report includes comment on these topics:

Student activities:

In each of the universities visited he spent time looking at the problem of student dissent, though the world pattern of dissent had just about disappeared by the time he left Australia. At Berkeley, where it all began, the campus was as quiet as a cemetery, and there was no active dissent in any Canadian universities while he was in the country.

In Canada, one result of student dissent was that more students were on university committees of one kind or another than ever before. But there were widespread complaints of difficulties in persuading students to stand for election to committees, to attend meetings regularly, and to brief themselves beforehand.

In Britain, too, most universities had moved a good way in providing for increased student participation on university bodies. Most universities now had students at meetings of the governing body in comparatively small numbers. They were sometimes full members by statutory provision; in other cases they were observers present by invitation, without a vote.

But, as with Canada, there were complaints about attendance records and preparation for meetings. "It is generally felt, I think, that students are not making the contribution which they could, and which it was hoped they would, make."

Another of the by-products of student dissent had been that most universities had rewritten their student discipline procedures.

In Canada, for instance, the universities had largely abandoned any attempt to discipline students for anything other than academic misdemeanors such as cheating.

No university sought to stand in loco parentis to its students any more. This meant that the university no longer took the action it would once have taken against minor peccadillos. But neither did it stand in and protect students from the more serious consequences of occasional folly.

In universities where students had been involved in sit-ins and had interfered with the personal or official property of members of staff, they had been charged and dealt with by courts and not disciplined by the university.

Student accommodation:

Within the University of California, the older campuses like Berkeley and Los Angeles had run into difficulties over student housing.

One problem was that the type of accommodation available to students had fallen into disfavor. The students were typically accommodated in multi-storey buildings in complexes housing about 800 students with a shared common room and dining facilities. But there was a continual turn-over of students in halls as students left as soon as they could find better accommodation.

The complexes were too big and very little attempt was made in these institutions to develop any atmosphere of being part of a community.

It was doubtful if any more complexes of this kind would be built in North America or elsewhere.

In Canada too, many of the halls of residence of the older kind were obviously seen as staging camps by the students, who booked themselves into a hall until they could find more congenial accommodation of one kind or another.

In Britain, there was a range of different types of halls of residence, from large complexes to small intimate flat-type accommodation. Again, there was little that could be said to be attractive about the giant complexes.

Student health:

All the Canadian universities visited had some form of university health service. In the main it was limited to students and not available to members of staff but this was not universal.

The Canadian health services generally had a small infirmary, with six to eight beds, and staffed by enough qualified nurses to provide a 24-hour service. Sick students could then be kept under surveillance when it was felt that their home conditions or their hall or other living conditions were not suitable. Postoperative care after minor surgery could also be offered.

Teaching units:

In Canada, some reaction against a wide freedom of choice for students in selecting units to make up subjects and in selecting subjects to make up degrees was discernible.

There was some feeling that some of the student disillusionment with university courses, and in particular student complaints that courses were irrelevant to life and the future, had stemmed from the wide range of choice that had been allowed.

Students had been permitted to pick very much what they wanted to do without much basis for the decision. The result was that, over the whole degree course, far too many students had selected a collection of subjects which were, in fact, irrelevant from almost any point of view.

Industrial research:

The University of Waterloo in Canada was having success with an Institute of Industrial Research which set out to be a clearing-house for information between the university and industry.

The institute had no staff of its own. It dealt with the person who had a problem and sought out the appropriate university staff member who might be willing to handle it.

The university then charged for this service and the proceeds were divided between the university, the member of staff concerned, and the department concerned. There appeared to be no objection on anyone's part within the university to the operation of the institute.



Student numbers:

All Canadian universities at the time of the tour were seriously worried about the problem of dwindling student numbers. In some universities, the rate of increase had been decreasing. In other universities the predicted number of students had not turned up, though actual numbers had not fallen off.

Various reasons were being advanced for this.

One theory was that widespread unemployment in Canada had made a number of students decide to hold on to vacation jobs in the belief that they could get no better job after they had graduated, or any job at all.

Others attributed the drop-out phenomenon to a general disillusionment with the university and its values or to a belief that many students had decided to take a period off and hitch-hike around some foreign countries. Here, there was speculation about whether they would return and cause a bulge later on, or whether they would remain dropped out.

Selection procedures:

In Britain, intending students may indicate five preferences, not for universities or for faculties but for disciplines. The University Central Council on Admissions may then send his application to five different institutions who consider him simultaneously.

As a result of this he may receive from one or more an outright rejection, an outright acceptance, or a qualified acceptance subject to certain levels of performance in the GCE examination. He is then allowed to retain two offers until a fairly late stage in the proceedings.

University interviews often form part of the selection process. In many cases the interview is used to discriminate between applicants, but it is far more common for a student to be invited to interview to persuade him to accept a place there rather than at one of his other preferences.

"The fact is that there is a good deal of competition between the English universities to obtain able students. The whole operation is much more leisurely than our own."

Open University:

If an Open University of the British kind were contemplated for Australia it would need to be done on a national basis and not a State basis.

But there would be difficulties with the diverse television networks, and because of the different population pattern it would be impossible to cover the country with a network of regional and local centres within easy access to any potential student.

In consequence, the development of properly supported external studies in selected university institutions seemed to be a better proposition for Australia than a British-type of Open University.

LEAVE REPORTS



SOME THOUGHTS ON EDUCATION IN AFRICA

Professor P. W. Musgrave, professor of sociology of education, was a member of the Australian delegation when 92 delegates from 31 Commonwealth countries met in Nairobi, Kenya, for a specialist conference on teacher education.

Six main areas — education in a changing society, the role of the teacher in educational development, the making of the teacher, the teacher educator, the costs of education and the supply of teachers, and Commonwealth co-operation in teacher education — were discussed during the two-week conference.

The conference gave most attention to the third topic, the making of the teacher, Prof. Musgrave said in a report on the talks.

The quality of the teacher was seen as crucial for the quality of the educational system, though the exact dimensions of "quality" were never examined in detail.

"Quality was spoken of in terms of academic qualifications together with certain rather broadly defined personality characteristics," Prof. Musgrave said. "Selection of such persons was seen everywhere as a problem when well-validated tests did not exist and

when, anyway, teachers were in short supply."

In addition, in some countries, certainly in Kenya, the selection procedure had to negotiate problems of tribalism.

Attempts there were being made to match the tribal composition of the country in the composition of the teaching force with the aim of breaking the monopoly of certain tribes over the positions demanding education.

The problems of making the teacher could be symbolised in the life history of a typical Kenyan primary teacher, Prof. Musgrave said.

Pushed by parents keen for his occupational advancement, he would move through rural primary and lower secondary schools and then go to a teachers' college in Nairobi or some growing town.

There he would taste "civilisation" and live well.

After his training he could be posted to a rural school amid a "foreign" tribe — and his accommodation would perform be a mud hut once again and his school would have none of the books or equipment to which he had become accustomed at college.

Unemployment effects

Discussing education and social change, delegates gave much attention to the effects of unemployment on education, Prof. Musgrave said.

African nations were finding that the outputs of their educational systems, at the secondary and even the primary levels, were surpassing the present needs of the economy.

One answer was for the developing countries to give people opportunities to "drop into" education throughout the life cycle.

"This need has a very real implication for teacher education in that teachers of a very different kind must be prepared to teach in the inevitably much expanded systems of adult education," Prof. Musgrave commented.

"Though there was confusion and perhaps hidden disagreement over aims there was no doubt in any delegate's mind about the future importance of continuing education."

Engineers and architects

At Bristol University, on his recent overseas leave, Alan Holgate, senior lecturer in civil engineering, worked on the theme of design.

One of his interests in design, he writes, is an attempt to lessen the gap between structural engineers and architects; to encourage the engineers to take more interest in function (and aesthetics!) and the architects to come to some understanding of the theory of structures.

But alas, even at the enlightened architecture department at Bristol, the students were reported to be virtually innumerate, and that many refuse to use the slide-rule.

Some promise was shown at the School of Built Environment at Edinburgh University, where architects and engineers do a common first year in structures. But, the lecturer said, that was only possible by omitting all problems of a numerical nature!

So, Holgate says, he has abandoned all hope of adapting to architecture students his proposed book on structural design.

Screaming row

Pre-Reporter archives tell us that Professor Kenneth Hunt, Dean of Engineering, wrote a short monograph on this very theme after his overseas visit some six or seven years ago.

That paper, and the discussion of it all afternoon and nearly all night caused a screaming row that still reverberates through the halls of architecture.

— G. H. Vasey

CALL TO MAKE ALL ARTS DEGREES FOUR YEARS

Abolition of the distinction between three-year and four-year Bachelor of Arts courses is advocated by Dr Michael Clyne, Associate Professor of German.

"We have no moral right to bar some of our students from taking the four-year course on the basis of arbitrary cut-off points," he says.

Additionally, he believes, three years is nowadays too little time in which to cover adequately the scope of the B.A. work.

His solution is that all students should take a four-year B.A., with students who pass with credits and distinctions being awarded honors degrees.

Dr. Clyne makes the suggestion in his report to Council on his visits to universities and research institutes in Europe and the United States during study leave this year and last.

Dr. Clyne said he was struck by the prominence that staff and students overseas were giving to the issue of combining teacher training with the first degree in arts. He said for some time Monash had been discussing the introduction of a "concurrent B.A./Dip. Ed." as an alternative to the present follow-on system.

"Demands for such courses were uniting West German students — of vastly different persuasions who, like many Monash students, were frustrated because they could not see how the subjects they were studying could be applied in their future careers," Dr. Clyne said in his study leave report.

"Various universities have introduced later year options which consider an academic (e.g. linguistic, historical, political) problem against a school background."

Further, Dr. Clyne suggested that the organisational structure of courses at Monash could be investigated. A "watertight" attitude existed towards disciplines and area studies, typified by the departmentalised nature of teaching and research.

In the US and Europe, departmental boundaries were being broken down for example by joint appointments and cross listing of courses.

"Our present departmental structure does not recognise that German, like French, education, or Japanese, is more an 'area study' — kept together by language unity — than a discipline. It combines several disciplines — literature, linguistics — and, to some extent, visual arts, sociology and politics."

Stuttgart and Konstanz universities in West Germany had instituted 'horizontal' departments: a department of linguistics and a department of literature, each with chairs of German, English and French.

Post-graduate research could also be aided. "At present supervision at Monash is department-based, not interest-based and does therefore often not reflect the real character of teaching and research," Dr. Clyne said.

Dr. Clyne also reports on reforms that have been taking place at German universities as a result of student revolt there.

These, he says, include student and sub-professorial participation, official student counselling in first year, fixed courses with intermediate exams, and the establishment of a layer of staff between "god professors" and Assistanten (whose job is to serve the professor).

Discontent continues

But the reforms still have not solved the most serious problems of German universities, and discontent and revolt continue in many places.

The universities still lack autonomy, with all appointments above the rank of Assistant liable to be "censored" by the State Department of Education, which also still sets the regulations for the final exams in many fields and sends its representatives to sit in on oral exams.

Another problem remains overcrowding, Dr. Clyne says.

Last semester, one university had first-year linguistics seminars with up to 120 students taking part.

"Seminars are 1½ hours a week, so that if the tutor talks for half the time, each student has less than 30 seconds a week.

"Fortunately, large classes have made 'teamwork' necessary among students. In later-year and graduate work, our students too should become accustomed to working in teams," says Dr. Clyne.

SUMMER MATHS

For six weeks early next year Monash will play host to about 200 mathematicians from the United States, the United Kingdom and throughout Australia.

They will be here for two concurrent events the Australian Mathematical Society's 14th Summer Research Institute and the first Summer School in Logic.

The Summer Research Institute, which will involve pure mathematics, statistics and applied mathematics, aims to promote research and advanced scholarship in mathematics. Next year's program will be for three weeks from January 6 to February 16.

The first Summer School in Logic, for which Monash has given \$5000 as financial support, plans to develop interest in logic in Australia.

It will be held from January 6 to January 26 and will provide introductory as well as advanced courses.

More information is available from Professor John Crossley, professor of pure mathematics.

29 TEAMS COMPETE IN INTERNAL SPORT



ABOVE: Five members of the successful Volleyball Club with their trophy. From left — Mark Trofimiuk, Ray Wilson, Liz Minahan, Steve Trafficante and George Sziawski. Three players were absent — Peter Krygger, Kath Parker and Irene Mathews.

By Paul Jenés, sports supervisor

A total of 29 teams competed in the internal volleyball and basketball competitions completed at Monash.

The competitions were organised by the Sports and Recreation Association. A fitness class was also held.

The basketball competition which was introduced this year ran for 10 rounds with 10 teams. It was won by the Basketball Club who were undefeated.

The grand final was an exciting game with only one point separating the Basketball Club and the Misfits at half time. The Basketball Club, led by Bruce Graham's 28 points proved too strong in the final stages and won by 10 points, 61-51.

Other top players in the final were Gerry Knight and Maris Verdins for the Basketball Club and Rick Armitage for the Misfits.

Top point scorers for the year were Hal Conduit (Misfits) 177 points, Tony Prout (Basketball Club) 169, Bruce Graham (Basketball Club) 144, and Ilmas Pucurs (Material Engineers) 111.

The volleyball competition started last year with 12 teams and increased to 19 teams this year. The competition was won by the Volleyball Club who beat the Basketball Club in the final, to avenge last year's defeat in the final.

This year the Basketball Club started too slowly committing costly errors. They desperately fought out the second set before they went down to a skillful and powerful Volleyball Club, 15-6, 15-11.

Trophies were made available to both winning sides. The competitions are in no way restricted and all are welcome. Next year should see the development of more internal competition sport.

The final ladder for both competitions is as follows: —

BASKETBALL		FOR	AGAINST	POINTS
W	L			
Men's Basketball	12	481	219	36
Misfits	8	424	392	29
Material Engineers	9	314	327	31
Women's Basketball	8	223	189	27
Athletic Club	5	227	241	20
Indians	4	192	274	19
Chemical Engineers	5	159	168	16
Monash Marauders	2	154	284	15
Aths. 2	3	137	222	14
Volleyball Club	-	55	169	5

VOLLEYBALL			SETS WON	LOST	POINTS
W	L	D			
Volleyball Club	11	1	21	4	44
Basketball Club	10	1	18	4	40
Electrical Engineers	8	3	16	6	32
MUMSSU 1	7	3	15	8	28
Athletic Club	7	2	13	5	28
Sailing Club	6	3	10	8	24
The Team	5	3	12	6	22
Staff	4	4	9	9	18
MUMSSU 2	4	5	7	11	16
Camels 2	3	5	7	11	14
Aths. 2	3	6	7	11	12
Netball Club	3	6	7	11	12
Bio-Chemistry	3	5	6	10	12
Social Involvement	3	6	6	12	12
Zoology	3	6	5	13	12
Supersparks	1	7	5	13	6
Camels 1	1	8	5	13	4
Peppers	1	8	1	13	4
Med. 3	-	2	2	2	-

Announcing the Monash Harriers

UNTIL now not many people would have heard of the Monash Harriers. However those who follow the Victorian Amateur Athletics Association (V.A.A.A.) fixture will realise that not only has Monash University entered V.A.A.A. competition for the first time, but it has also made a debut unparalleled in Victorian athletics for some time.

In its first season the Monash Harriers have won the cross-country premiership ("E" Grade) and the Hood Premiership ("E" Grade). The club also came first in the Dandenong Ranges Road Relay ("B" Grade) and the Sandown Relay ("D" Grade).

Much of the credit for the establishment of the club must go to the president, Frank Larkins (chemistry) and secretary, Barry McIntyre (library-acquisitions). Their enthusiasm has undoubtedly assured Monash University of a club to be proud of for many years to come.

At Heidelberg on Saturday (October 13) one of the club members Peter Larkins, who is the Australian junior record holder for the 1500 metres steeple chase, ran in his first 3000 metres steeple chase. Peter, a medical student, finished third in the event with a time of 8 min. 59.4. sec. This should make him a leading contender for the Commonwealth Games.

Another outstanding member of the club is Charlie Macauley. He finished fifth in the Australian marathon at Perth which ranks him amongst world-class runners in that field.

Cricketers stumped by sub-district rejection

The Monash University Cricket Club is currently battling to gain entry to the sub-district competition. At present the club fields five sides in the Eastern Suburbs competition, with the number one side in the senior turf section.

Unfortunately the prospect of the senior team's elevation to sub-district ranks is looking grim.

We believe the situation to be grossly unfair and our application for entry to be entirely justified.

At a meeting on November 14, seven teams will be recommended by the Victorian Sub-District Cricket Association executive for entry to the competition; Monash is not one of them. However, one team is in a competition below Monash, another team we have beaten this season.

We have written to the delegates at the November 14 meeting stating our case. Briefly it is as follows:—

- We will not seek an automatic claim on players who are registered with other clubs. It is not our intention to become another Melbourne University in this respect.
- Since 1964 a sizeable amount of money has been spent on facilities, which the club was led to believe would be a prerequisite for entry to sub-district ranks. Amenities include three turf wickets and a two-storey pavilion.
- Monash has a population of more than 15,000, including a high percentage of young male potential cricketers.

One disturbing feature of the situation has been the suggestion that the sub-district executive rejected our application because the Victorian Cricket Association does not favour more than one university side in top grade cricket.

First, there is some doubt that this is VCA policy and we have written to the association for clarification.

Second, if either the VCA or the sub-district competition is against a second university entering the higher grades, then it is setting a precedent which is not followed in other State competitions.

We trust our efforts to enter sub-district ranks will succeed; after all we have been trying for ten years.

—Ken Ward, Committee member, Monash University Cricket Club.

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. 2007.

Australian School of Nuclear Technology
Radioisotope course for non-graduates No. 15, will be held from 4th February to 22nd February, 1974. Applications close 17th December, 1973.

Rhodes visiting fellowships for women
Lady Margaret Hall, St. Anne's College and St. Hugh's College, Oxford University invite applications for Rhodes Visiting Post-doctoral Fellowships tenable at these colleges for two years. Value: £1650 p/a and fares. Applications close 31 December, 1973.

Lady Leitch Scholarship 1974-75
Open to all members of the A.F.U.W. for study or research in any country on any subject. Applications close 11 February, 1974.

Myer Foundation
Fellowships and grants-in-aid are available to graduates in the Humanities and Social Sciences to undertake postgraduate research in Asia and the Pacific. Applications close February 8, 1974.

Australian-American Educational Foundation
Travel grants are available to Australian citizens to go to the United States for research, study or lecturing at United States universities and other institutions of higher learning for projects commencing between July 1, 1974 and June 30, 1975.

Israel Government Scholarships
Open to graduate students to pursue post-graduate study in Israel. Value: Free tuition and living allowance.

Senior Hulme Overseas Scholarship, 1974
Open to Australian graduates and junior members of staff to pursue postgraduate work at Brasenose College Oxford. Applications close October 31, 1973.

Confederation of British Industry Engineering Scholarships

Open to graduates in engineering to gain practical experience in engineering establishments in Britain. Value: Travel and living allowance. Applications close Nov. 30, 1973.

Royal Commission for the Exhibition of 1851
Ten scholarships are open to students to pursue postgraduate research in pure or applied science in the United Kingdom or abroad. Value: £1200 p.a. Applications close at Monash, January 31, 1974.

Studies in Sweden
Guest scholarships are available for the 1974-75 academic year to foreign students to complete their education in Sweden. Applications close January 10, 1974.

Swiss Government Scholarships
Three scholarships are being offered by the Swiss Government to Australian students for postgraduate study in Switzerland. Value: Tuition and living allowance. Applications close November 23, 1973.

CSIRO Postgraduate Studentships
Open to honors graduates for postgraduate study at Australian or overseas universities. They will be awarded in fields of specific interest to CSIRO. Value: Minimum \$3100 p.a. Applications close November 14, 1973.

Gladden Postgraduate Studentships
Open to graduates to do postgraduate study in applied science, especially surveying, engineering, mining or cognate subjects. Tenable at the University of Western Australia. Value: \$3100 p.a. Applications close October 31, 1973.

French Government Scholarships
Open to Australian students to undertake postgraduate study in France during 1974-75 in any field of study. Value: Fees, travel and living allowance. Applications close December 14, 1973.

DIARY OF COMING EVENTS

TWO END OF YEAR PARTIES

The Monash Women's Society is organising two end of year parties.

A Christmas party will be held from 7.30 p.m. — midnight on Saturday, November 24 in Richardson Hall. It will include dining and dancing, with tickets at \$11 a double and \$6 a single. It is BYO. Reservations should be made by November 12 with Mrs. J. Rae (277 4405) or Mrs. N. Dransfield (878 9959).

A children's party will be held in the Vice-Chancellor's garden at 3 p.m. on Saturday, December 1. It will include pony rides, play equipment, a magician,

and a children's party tea. Tickets are 60 cents for children and \$2 for a family. Contact Mrs. Rae or Mrs. Dransfield at the above numbers by November 21.

OCTOBER

October 22-31, Nov. 1-2: Red Cross Blood Bank, Fishbowl, Union, 9.15 a.m. — 3.15 p.m. Appointments at Union reception desk.

October 25: Tertiary selection procedures seminar, R5, 1.10 p.m.
25-27, Nov. 1-3: Musical, "Oklahoma". Presented by Springvale Light Opera Company, Alexander Theatre, 8 p.m. Admission: adults \$1.60, children 80 cents.
31: Audio-visual equipment display, multi-discipline laboratory, medical building, 10 a.m. — 4 p.m. Details Dr. Hore, Higher Education Research Unit, ext. 2848.

NOVEMBER

November 1: Lecture by Dr. Aurelio Peccei, founder of the Club of Rome, Alexander Theatre, 5.15 p.m. (Dr. Peccei's talk will be relayed to the rotunda lecture theatres).

20: Monash Women's Society coffee morning. Vice-Chancellor's house, 10 a.m. Speaker: Professor Noel Murray, "The Westgate Bridge and its problems." All women members of staff and staff wives are welcome; babysitter provided.

26: Bassoon recital by Max Neil with associate artists, Brian Chapman (piano), Phillip Mieshel (clarinet). RBH, 8.15 p.m., \$2, students \$1.

DECEMBER

December 2: The Melbourne Choral. Director: Val Pyers, R.B.H., 2.30 p.m. Works by Palestrina, Charpentier, Poulenc, Ives, Berlioz, Holst and Kodaly. Admission free.

15: The National Boys Choir. Director: Kevin Casey, R.B.H., 8.15 p.m. Program and admission prices will be advised.

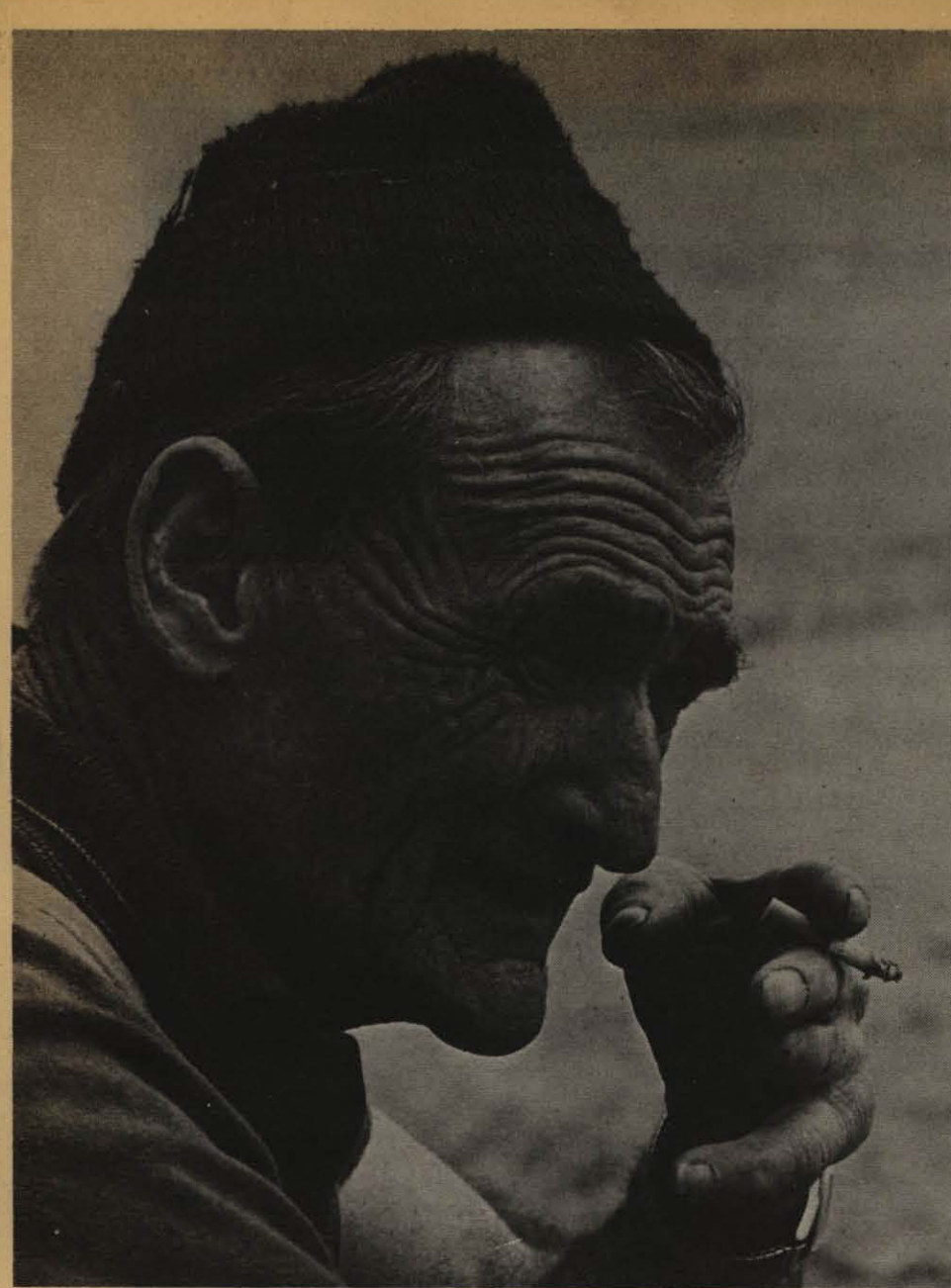
**TWO MORE
SECTION
WINNERS
FROM THE
MONASH
PHOTOGRAPHY
CLUB
COMPETITION**

CONTEMPORARY
Stewart Lee,
Engineering



NATURE
Steven Loh,
Engineering





PHOTOGRAPHY COMPETITION

The Monash Photography Club has just run a competition among its members.

The Reporter this month publishes the section winners. More photographs are on page 15.

PORTRAITURE

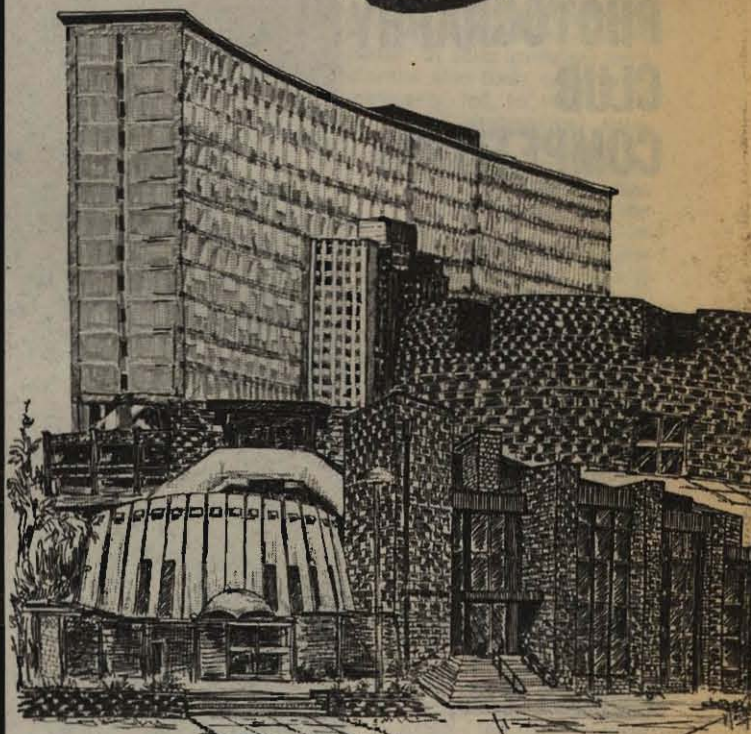
Arie Wetsteyn,
Science

OPEN

Richard Pittard,
Engineering

(Richard shared first prize with Sam Hupert from medicine who submitted a large wall mural mounted on board).

Monash University



UNION POSTER COMPETITION

FOR the last two months the Union has been running a weekly competition.

The subject could be any aspect of Monash.

Above is one of the winners — a poster by Teh Chong Hong, a first-year science student.

An average of five entries were received each week. Topics included modern dance, Farm Week, women's rowing and health foods. The weekly prize was \$5. Judges were students from the Union house committee.

