

IF . . .



IF you have ever shared the grief of a young couple at the news that their newborn has a chromosome anomaly which will disturb all aspects of growth and development, and worried with them as they looked into the future. . .

IF you have seen the disruption to learning in an intelligent child's life by minor epileptic turns, or by frequent hospitalisation for orthopaedic operations or chronic ill health. . .

IF you have travelled in vain with parents of an asphasic child, a child without speech, from one facility to another for appropriate placement for treatment and education; watched a mother drive her child around the city day by day in an endeavour to stimulate and support a child in his rejection from school. . .

IF you have seen a happy, plump, butterball of a pre-school child keenly anticipating entry to school, and then watched him grow lean, nervy, bewildered and hurt by the academic hurdles for which he is not ready. . .

IF you have struggled to teach a youngster and been baffled by the discrepancy between his obvious intelligence and his inability to cope with the written word. . .

IF you have seen natural talent in music, art, poetry or movement spring to a loveliness early, and then wither as quickly in sterile surrounds. . .

. . . then you will understand why the Krongold Centre is set within a university.

—Professor Marie Neale, speaking at the opening of the Dinah and Henry Krongold Centre for Exceptional Children, August 23, 1976.

Krongold Centre:

EDUCATIONAL MILESTONE

AUGUST 23 saw the opening at Monash of the Dinah and Henry Krongold Centre for Exceptional Children — described by speakers as a milestone in the history of Australian education.

The Centre gives added impetus to work that has been under way in the Faculty of Education for the past six years — principally in the area of special education — catering for children who suffer educational handicaps of many kinds, as well as those who possess outstanding qualities of intellect.

A full report of the opening ceremony appears on pages 6-7.

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U.C. Report forecasts

Bleak time for universities

The Universities Commission Report for the 1977-79 Triennium, released last month, maps out an austere, minimum-growth program for Australian universities in the next three years.

Prepared in the wake of the "guidelines" issued by the Government in May, the report warns that the year 1977 will be "especially difficult."

It expresses concern that the value of the small amount of growth possible under the present guidelines could disappear altogether if there were any significant changes in the system of supplementary grants to compensate for increases in costs.

The Commission recommends that general recurrent grants for 1977 should remain at the same real level as in 1976, and says it is not possible fully to restore equipment grants in 1977.

For 1978 and 1979 it recommends full equipment grants and a small increase in recurrent expenditure.

While general recurrent expenditure next year will remain at 1976 levels, the Commission recognises that student numbers will be somewhat higher and the full effects of "incremental creep" will be felt in most universities. For that reason, it proposes that, in certain circumstances, universities will be allowed to transfer funds from equipment grants to general recurrent grants.

Staff reductions

The Commission says that most institutions will have to reduce staff in 1977 below the 1976 levels — which, in some cases, were already below those for 1975.

Initially, reductions would be achieved by terminating temporary appointments or by not renewing fixed term appointments.

These retrenchments would tend to be within the research only and general staff categories, and among tutors and demonstrators who are on annual appointments.

The Commission generally welcomes the reintroduction of triennial programming, temporarily halted by the previous government last year.

However, it says, it is essential that the new "rolling triennial system" should operate in such a way as to enable universities to plan ahead with confidence.

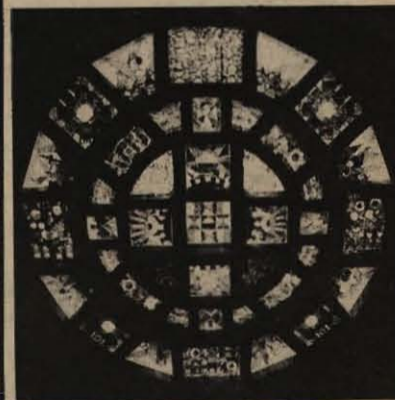
"The guidelines for the 1977-79 triennium specify a minimum growth in expenditure for the second and third years of the triennium," the Commission says.

"Unless this is a guaranteed minimum rate of growth, such forward planning will not be possible and the arrangements would not constitute a triennial system."

"For the guaranteed minimum to have meaning, its real value must be maintained during the triennium."

Continued overleaf

THE BEST OF FRENCH



Artist Leonard French says he considers the circular window he created for Robert Blackwood Hall his best work in stained glass.

He makes the claim in an interview with Rod Dingle in the latest issue of "The Australian" newspaper's color magazine.

"I'll never be better in glass than my work at Monash. . ." French is quoted as saying.

"It is good, bloody good, because it hangs together.

"As for my ceiling at Melbourne's National Gallery, it's a disaster."

Fall in resources is predicted

The Commission says that the requirement to maintain the intake of students at the 1976 level will result in an increase in total enrolments in 1977 of 2 per cent.

"In 1978 and 1979 the guaranteed minimum rate of growth of 2 per cent per annum in real terms will permit small increases in general recurrent grants for all universities and the restoration of equipment grants to the 1973-75 standard.

"However, these increases will not be sufficient to restore real resources per student to the 1975 level."

Building cutback

The Commission says that there will be no new major building commencements in 1977, but a limited program of commencements will be possible in 1978 and 1979.

On the question of teacher supply and demand, the report says the Government believes that the present total level of enrolments in teacher education courses should be regarded as maximum.

The Commission has therefore asked universities to effect some reduction, where possible, in intakes of students to pre-service courses.

"The Commission has indicated that in its view universities should begin to concentrate more on advanced and postgraduate work in the field of education," the report says.

Work already done on a joint study of teacher supply and demand in primary and secondary schools has indicated "that the maintenance of in-

puts into training institutions will certainly produce many more new teachers than can be reasonably expected to find employment in Australian schools."

"Under these circumstances, the Commission believes that the universities should give careful thought to a planned reduction in the capacity of their faculties or schools of education. . . Clearly, it will be prudent for universities to fill vacancies in academic staff in education only when absolutely necessary.

"Universities should also consider the consequences of a lower demand for new teachers on enrolments in arts and science faculties."

Longer hours?

Under the heading "Utilisation of Resources", the Commission says that it intends to hold discussions with universities on:

- The scheduling of teaching over more hours in the week.
- The acceleration of the progress of students by reverting to the practice of conducting general supplementary examinations towards the end of February or the adoption of equivalent procedures.
- The provision of "rehabilitation" courses during the summer vacation in those first and second year subjects in which student failure is high.
- The provision of summer courses in certain popular disciplines as an alternative to regular courses.

HOW MONASH FARES

The Commission recommends the following grants (at December, 1975, quarter cost levels) for Monash for the triennium:

	\$000		
	1977	1978	1979
General recurrent (41,285)	41,285	41,590	42,105
Equipment (494)	1,070	1,105	1,275
Special Research (362)	362	365	365
Teaching hospitals (163)	163	163	163
Student residences (190)	190	190	190

(Figures in brackets are grants for 1976 at December, 1975, quarter cost levels)

STUDENT NUMBERS

The Commission foresees a dramatic levelling-off in the numbers of students

seeking admission to universities over the next three years.

As far as Monash is concerned, this is reflected in the following table:

	ACTUAL		PROPOSED			
	1974	1975	1976	1977	1978	1979
Undergraduate	11,388	11,658	12,059	12,040	12,030	12,030
Higher Degree	1,449	1,591	1,692	1,660	1,665	1,670
Totals	12,837	13,249	13,751	13,700	13,695	13,700

BUILDING PROGRAM

The Commission recommends expenditures totalling \$4,190,000 for building programs at Monash for the whole of the triennium. It proposes that this should be spent as follows:

1977: \$390,000 for minor building works, site works and site services.

1978: \$1,700,000 for Microbiology

1979: \$400,000 for biological sciences
\$800,000 for lecture theatres
\$900,000 for Prince Henry's Hospital.

PROFILE OF AN EARLY-LEAVER

In August, 'Reporter' published figures showing that early leavers performed better at University than the general student population.

Next month we will present the results of a series of interviews aimed at discovering what makes an early leaver tick.



The students who took part in the mapping exercise are pictured here. From left: Jenny Powell, Jan Aldenhoven, and Louisa McMillan (all from Botany), and Boyd Wykes (Zoology).
Photograph: Bruce Fuhrer.

MONASH STUDENTS BLAZE A TRAIL

Students of the Monash botany and zoology departments have completed mapping, signposting and writing a step-by-step guide to a 700-metre nature trail in the Dandenongs.

The 3½-year project, supervised by Dr. Terry O'Brien, a reader in botany, was carried out in collaboration with the Forests Commission of Victoria.

The trail starts and finishes at a picnic ground in Sherbrooke Forest Park. Botany honors students Jenny Powell, Jan Aldenhoven and Louisa McMillan studied and recorded minute details of plant life visible from the trail, from ferns and mosses to towering mountain ash trees more than 60 metres high.

Notes on the insect, bird and animal life inhabiting the area were collected by zoology Ph.D. student Boyd Wykes.

Their efforts have produced a fascinating informative stroll through one of the most beautiful wilderness areas of Australia.

The trail, which offers a choice of half hour and one hour walks, is marked by 21 numbered signposts.

Printed guide

A detailed printed guide, available to walkers as they set off, describes items of interest to be seen from each post.

Besides explaining the names and interesting details of various botanical specimens, the guide advises where visitors should watch for a glimpse of particular forms of wildlife.

It also explains the uses found for some of the trees and ferns by the Aboriginal tribe, the Wurundjeri, who once inhabited the forest.

Following the student guide, nature-lovers can study ferns used as food by the tribe. . . see a "keyhole" in a large mountain ash tree where a colony of bats have made their home. . . peer into cool fern gullies where lyrebirds are sometimes glimpsed.

The guide also points out areas damaged through over-use by humans and subsequently taken over by imported weeds such as blackberries and wandering jew.

An introduction explains that it was prepared so visitors might have a greater appreciation of the wonders of the forest.

MEMORIAL TO Dr. EGGLESTON

A special fund has been established as a memorial to Dr. Elizabeth Eggleston, late director of the Centre for Research into Aboriginal Affairs.

The fund — to be called "The Elizabeth Eggleston Memorial Fund" — has been established under the sponsorship of the Centre, and will be administered by a committee consisting of members of the Board of the Centre.

The objectives of the fund are to develop and encourage the aims of the Centre, and a number of proposals for using funds have been discussed by Professor Louis Waller of Law and other members of the Board.

The most favored project is that Dr. Eggleston's library, which she bequeathed to the Centre, should be made the basis of a continuing collection of books, documents, films and tapes dealing with Aboriginal Affairs. This collection of material would be a resource centre available to all those interested in Aboriginal Affairs.

An appeal for funds, sponsored by the Centre, will be launched as soon as possible so that Dr Eggleston's friends, and the many admirers of her work, will have the opportunity to contribute.

Dr. Eggleston died in March this year. She was the eldest daughter of Sir Richard Eggleston and Lady Eggleston.

Who hoaxes the hoaxers?

They say that old soldiers never die — and neither does the Great Law Hoax.

Staged by law students Campbell McComas, Jack Hammond and Marshall Segan, the hoax fooled hundreds of staff and students, and is now part of Monash legend (Monash Reporter, July 7, 1976).

But the hoaxers have not had the last word.

Not to be out-hoaxed, Professor Gerard Nash of the Law School sought a little balance, and staged his own hoax — with some help from the Australian Taxation Office.

Marshall Segan explained: "When we originally bought the tapes for our lecture, we paid the requisite sales tax as part of the purchase price, and everything was fine.

"About two weeks ago, we received a photocopy of a letter from the Taxation Department with an accompanying letter from Professor Nash. The taxation letter said: "Regarding the Professor Granville Williams tapes, a

tax assessment form must be completed and sales tax paid within 14 days."

"The letter from Professor Nash stated: "Dear Mr. Segan, I received this letter from the accounts department of the University. Obviously we are out of time as far as Taxation Department requirements go because this letter is already a month old. Do you think you should ask Dr. Grbich's advice on the sales tax?"

"We immediately rang the Taxation Department and spoke to the Assistant Deputy Commissioner who professed to know nothing about the letter, but checked his files anyway. He said that he would send an investigator to check us out.

"He came the following week — he was doing a part-time course at Monash — and told us what had been going on . . ."

It seems that with a little help from a student, Professor Nash got hold of a letter sent by the Taxation Department to the Alexander Theatre. He then deleted all references to the Alex

with some white correction fluid and Professor Granville Williams' name was typed in.

He informed the Taxation Department what was afoot and told them to expect a telephone call from the Law Students' Society.

Said Marshall Segan:

"We should have guessed that something was wrong because the word 'professor' was misspelled and the whole letter was so clumsily worded. We should have caught on, but we didn't.

"We were really very worried for half a day or so.

"Professor Nash is something of a practical joker".

A few weeks ago; the original hoaxers put an advertisement in the "Age" which said that Professor Nash's car was for urgent sale, and therefore at a most advantageous price to the potential buyer. However, someone else bore the brunt of this practical joke because the "Age" made a mistake in typesetting — the telephone number was not that of Professor Nash . . .

Middle English scores a typographical breakthrough

A unique and comprehensive anthology of Middle English verse has recently been completed by three members of staff of the English Department — and has scooped a similar, American work which is still being compiled.

Jeni Strauss, Jan Noble and Bruce Moore took nearly two years to compile the 260-page anthology, which is entitled "Middle English Verse: a selection", and includes works from the 11th to 14th century.

The anthology is unique in that it is completely typewritten. The text and notes were first typed on to special paper, and then printed offset by the University's printing department.

It was produced in this form in order to keep the cost of the book within the range of most students. To enable them to reproduce the often intricate characters of the Middle English alphabet, the editors became involved in negotiations with IBM to produce a special golfball for the work.

An IBM typesphere was modified according to the editors' specifications, and was made by Butler and Tanner, an English company.

A world first

Associate Professor Bruce Steele said that nothing like this work had ever been produced before.

"One of the most important technical considerations is that, in printing a medieval text for students to use, you have to have a vast amount of explanatory and other notes as well as a comprehensive glossary. So for just a few lines of text you have a lot more notes."

Professor Steele said that this posed a problem with aligning text and notes. As can be seen from the book, the notes are smaller in print than the text so that all the notes referring to a particular line are more or less level with it.

"In order for the text and notes to correspond on the page, the notes were typed and then photo reduced to match the text, and this took a lot of careful work.

"We were lucky to have Gail Ward (secretary to Mr Muecke, Reader in English) who did a magnificent job with the typing. We could never have done it without her," he said.

As well as providing comprehensive notes for the student, the anthology also gives selected bibliographies, and notes on sources, dialects, verse form and general information about the author and his time.

A similar work is being undertaken by the Old English Group of the Modern Language Association of America.

In March, the Association's "Old English News Letter" reported the advances made by Strauss, Moore and Noble in producing a special Middle English golfball. It also reported that its own members were working along similar lines but had not yet reached production stage.

Chinese engineers at Monash

The School of Engineering played host to a delegation of 12 welding engineers from China on September 2.

The engineers came from research institutes and manufacturing plants in various regions of Mainland China, and were in Australia for the International Institute of Welding Assembly, an annual conference which was held in Sydney during August. This year was the first occasion on which the conference was held in the southern hemisphere, and attracted 600 delegates, 300 from overseas.

At the close of the conference, the Chinese delegation expressed a desire to visit aspects of the Australian industrial scene, including manufacturing plants and research institutes.

With the assistance of the Department of Overseas Trade, a special program was arranged, including a visit to the Monash School of Engineering where they were shown around the departments by the Dean of Engineering, Professor Lance Endersbee, and each department head.

The electron microscopes in Materials Engineering and the West Gate Bridge display in Civil caused great interest, as did the wind tunnel and anechoic chamber.

Mr Wu, interpreter and head of the delegation said that their trip to Australia had been of great value.

"Firstly as a way of forming friendships and coming to a mutual understanding, and secondly, as a technical exchange," he said.

"Our visit to Monash was instructive and interesting, and we are deeply impressed. You have the largest scale research work here, and it's closely connected with industry. Science and research should be closely connected," he said.

As part of their industrial tour, the delegation also visited Canberra, the Snowy Mountains, the Esso-B.H.P. complex in Sale, and other manufacturing plants in Victoria.



ABOVE: Lee Luong, a graduate student, discusses aspects of production engineering with Mr. Wu Shu-san, centre, and other members of the delegation. BELOW: A relic of the West Gate Bridge disaster towers over the party.



Now meet the 'spiritual' engineer

A member of the Engineering Faculty, claiming modesty as an excuse for seeking anonymity, has suggested the following quote deserves further exposure. It is from Solzhenitsyn's "The Gulag Archipelago" and refers to Soviet engineers of the 1920s:

"I had grown up among engineers and I could remember the engineers of the twenties very well indeed: their open, shining intellects, their free and

gentle humor, their agility and breadth of thought, the ease with which they shifted from one engineering field to another and, for that matter, from technology to social concerns and art. Then, too, they personified good manners and delicacy of taste; well-bred speech that flowed evenly and was free of uncultured words; one of them might play a musical instrument, another dabble in painting; and their faces always bore a spiritual imprint."

ARMY'S ROLE IN CONSERVATION

The Monash University Regiment will assist conservationists and the Archaeological and Aboriginal Relics Department in the identification and recording of important archaeological sites in the Discovery Bay area of South West Victoria early next year.

The Discovery Bay area is rich in native flora and fauna which may be threatened by extensive land estate development. Conservationists and archaeologists in Victoria hope to preserve this area for continuing examination, and will identify and record the existence of several ancient aboriginal sites around Discovery Bay.

Members of the Monash Regiment will travel to the area in late January, 1977 to provide the manpower for this work, and also as part of a program of Adventure Training.

It is hoped that this work will reinforce the case for the Discovery Bay area to be left in its natural state.

The Victorian Field Archaeologist, Dr Dan Ritter, will be training members of the Regiment in archaeological techniques, and will also give some handy hints on the best way to live off the land.

Captain Bob Breen, Adjutant of the Regiment, and a third year Arts student at Monash, said that exercise Mungala Noorai (Aboriginal for "Walk in the sand dunes") was an imaginative use of Army resources for the preservation of a part of Australia's heritage.

"The students serving in the Regiment have brought about a rethinking of how they should use resources, and this is a good thing as it breaks down some of the insularity quite often associated with the Army. It is quite appropriate that a University Regiment should lead the way in this type of thinking," Captain Breen said.

The Regiment will continue this trend in Adventure Training in May, 1977, when 45 members will travel to a mission station in the Northern Territory to assist in the mission's maintenance program. In exchange for this assistance, local aborigines will teach primitive methods of cooking, hunting, fishing and navigating through semi-desert areas.

The Regiment has denied, however, that it plans to form an Advanced Boomerang Platoon.

Members of the Monash University Regiment — 25 per cent of whom are Monash students — serve on a part-time, paid basis. Five per cent of the 120 members of the Regiment are female, and Captain Breen said that he hoped that more women would join in the future.

For further information, contact: Captain Bob Breen on 544 7930.



Private Robyn Copeland, a fourth-year Arts student, is a driver with the Monash Regiment and one of more than 20 women in the group. Helping her on with her pack is Private John Lute, a civil engineering student. Both recently attended a recruit training course at Puckapunyal.

Big crowds "met us at Monash ..."

More than 20,000 people took the opportunity of 'meeting us at Monash' on Saturday, July 31 — Open Day 1976.

Open Day Director, Mr Rick Belshaw, said that the estimated number of visitors was as high as in previous years.

"After an unpromising, showery morning, we had pleasant afternoon weather," he said.

"This undoubtedly affected the pattern of attendance during the day, giving a greater than usual afternoon peak; for the first time, our parking attendants had to permit kerb parking in parts of the link road during the busiest times of the afternoon."

Parents, prospective students, Monash students and other interested individuals visited the University, some to see the 'flashes and bangs', displays, films and plays, and others to talk with the counsellors in various departments about possible courses and careers.

The Department of Social Work reported that there was a significantly higher level of activity than in previous years.

The Department of Physics found a clever way to count their visitors — they provided them with free tea and coffee and, unless someone had a Kalahari Desert-thirst, more than 600

people visited the laboratories to see the various displays, and to participate in the color blindness and reaction tests.

Physiology's fitness-testing apparatus attracted hundreds of visitors — Open Day closely followed the Montreal Olympic Games.

A group of Asian students put together a colorful display of artifacts from various Southeast Asian countries for the Centre of Southeast Asian Studies.

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The Faculty of Engineering enjoyed its usual popularity with members of the public according to Associate Dean of the Faculty, Professor Ian Polmear.

Professor Polmear said that all five departments had both static displays and equipment in operation.

"My own department (materials engineering) had an electron microscope which can give very high magnification — up to 100,000 times," he said.

"We also had a display of pipes, some going back more than 100 years. We had everything from plastic to concrete and metal."

The largest pipe on show was two metres in diameter and was made of plastic. The smallest was one centimetre in diameter. Professor Polmear said that the antique pipe was made of wrought iron which had been bent around and riveted.

"Mechanical Engineering had a wind tunnel operating, Chemical Engineering had displays of student experiments, Electrical Engineering made sparks with their high-voltage

laboratory equipment, and Civil had static displays," Professor Polmear said.

"The set-up was much the same as in other years, but this year we had a special booth for people with inquiries about courses. We had a number of inquiries from parents and prospective students, and I think that having a centralised desk really helped. It has led to a few individual inquiries since Open Day. We intend having the booth again next year because it was so successful," he said.

★ ★ ★

More people visited the Careers and Appointments Office for advice on courses and jobs, according to Mr Warren Mann.

Mr Mann said that the interest was as high as usual among parents and schoolchildren.

"I personally interviewed 80 people on Open Day," Mr Mann said.

"It was very hectic. There was a constant flow of people from 9.30 in the morning, until 5.30. Several hundred people came through."

"This year there was a tremendous interest in Law, and the usual interest in archaeology, marine science and astronomy."

"The interest was a bit more constantly directed towards the last two years of school — there were a lot of sixth form kids. There were also lots of parents — and this is, of course, a feature of Open Day: parents come here so that they can satisfy themselves about their children's education," Mr Mann said.

"The good thing about Open Day this year was that more departments had counsellors on hand. It was much better organised than in previous

years. We were able to send people to various departments and faculties and be reasonably confident that there would be someone there to advise them," he said.

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The Faculty of Economics and Politics entertained the public with everything from computer games in the statistics laboratory to letting them browse through the extensive library on the first floor of the Menzies Building.

Faculty Secretary, Mr Ivan Gregory, said that the greatest interest, however, was in the counselling facilities which were made available to them in the Faculty.

"We had 12 academic members of staff on duty during the day, and the Accounting Department, in particular, was very busy. The people from Politics, too, had their hands very full talking to prospective students about courses," Mr Gregory said.

"There were kids from schools — mainly sixth formers — but we also saw mature age students. We certainly saw more people this year than in previous years."

Mr Gregory said that there was a special interest in the Monash accounting courses because 'employers are falling over each other to get our graduates.' He said that this was probably because Monash has a particularly good course in Accountancy which offered Business Finance as well as accounting.

"Other universities don't have Business Finance. We have it because we try to produce graduates who are knowledgeable in other aspects of business — not just good book-keepers," he said.

LA TROBE APPOINTS NEW V-C

La Trobe University has announced its next Vice-Chancellor.

He is Professor John Fraser Scott, MA, (Cantab.) MA, (Oxon) FIS, FSS, present Pro-Vice-Chancellor (science) and professor of applied statistics at the University of Sussex, England.

Professor Scott will take up his appointment from July 15, 1977, and succeeds La Trobe's foundation Vice-Chancellor, Dr David Myers, who retires at the end of the year.

Professor Scott, 47, is married with four children, and has a distinguished and varied academic background, both in Britain and overseas.

His interests in the application of statistical methods span fields as diverse as medicine, biochemistry, agriculture, industry and the social sciences.

Professor Scott was educated at Trinity College, Cambridge from 1946 to 1949, and received his MA from Cambridge in 1953.

He began his academic career as a research assistant at the University of Sheffield in 1950, and became assistant lecturer at Aberdeen in 1953. From 1955 to 1965 he served as a lecturer in the unit of biometry at Oxford, and then became a Reader in Mathematics at Sussex.

In 1967, he was appointed to his present post as professor of applied statistics.

A member of Sussex University Council and many of its committees, Professor Scott was Pro-Vice-Chancellor in 1972, has acted as chairman of the University Senate, and has served as Pro-Vice-Chancellor (science) since 1972.

La Trobe's Dean of Social Sciences, Professor E. K. Braybrooke, will be acting Vice-Chancellor from January 1, 1977 until Professor Scott takes up his appointment on July 15, 1977.

★ ★ ★

Meanwhile, La Trobe has launched a public appeal for \$250,000 to mark the retirement of its foundation Vice-Chancellor, Dr David Myers, at the end of the year.

The funds will be used to buy works of art, and to complete an open-air amphitheatre which is already partly built on the banks of the University's lake system. The Greek-style theatre was part of La Trobe's original master plan.

WHO KNOWS?

Life can be confusing, as this snippet from 'Education and Social Control: A Study in Progressive Education' by Sharp and Green (clearly) shows:

Interviewer: How does one notice what stage a child is at?

Mrs Carpenter: Oh, we don't really know, you can only say the stage he isn't at really, because you know when a child doesn't know, but you don't really know when he knows . . . and when they don't know. But even so, you still don't know they really don't — you can't really say that they don't know, can you?

CONTINUITY IS HIS AIM

Professor Graeme Schofield has been appointed Dean of the Faculty of Medicine. He will take up the appointment at the beginning of 1977 on the retirement of the founding dean, Professor R. R. Andrew,

who has held the post since 1960.

Professor Schofield, who has held the foundation chair of anatomy at Monash since February, 1961, here talks to Reporter about his new role:

For Monash's new dean of medicine, the most important consideration for the faculty at present is . . . continuity.

"All sorts of things are happening in the university and medical worlds which neither is very clear about," he said. "The advent of Medibank, for example, has had a very significant effect on how things are run in the medical school. But this, as with other things, must be seen in proportion.

"The fact that the Faculty of Medicine is in the University is the most important factor. Standards of teaching, standards of research and scholarship — these are the advantages of being in the University.

"The Faculty of Medicine is the educational and research arm of the medical profession, and medicine is the better for this association.

"There are two very fine medical schools in Victoria, and Monash is one of them. It is second to none in Australia," Professor Schofield said.

Each year the Faculty of Medicine has an intake of 160 new medical students. At the moment there are 1000 medical students in the Faculty, and at least 500 science students who also carry out their studies in the Faculty of Medicine.

Low failure rate

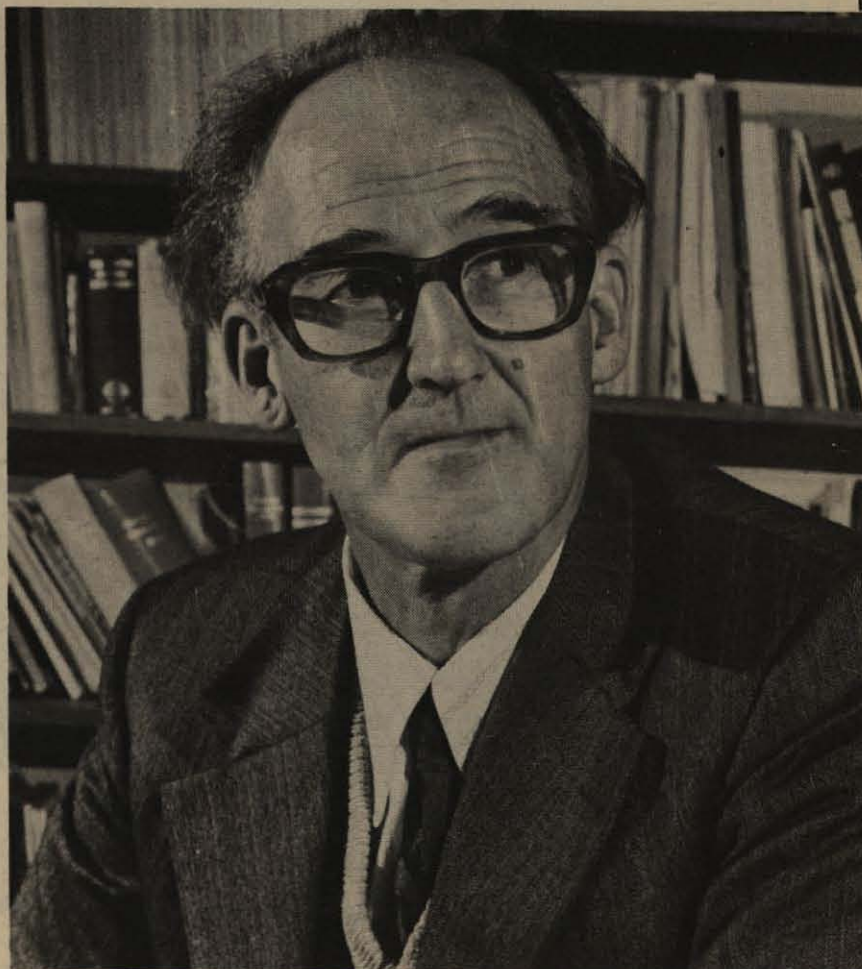
"The failure rate is very low. The quality and calibre of students attracted to the Monash medical school is very high — they don't come any better. They're a very capable, competent, industrious lot.

"We have produced more than 1000 medical graduates here, and they have a good reputation. They're conscientious and have a good understanding of their patients. The training they have received here is of a very high order indeed.

"Monash got off to a good start by being able to affiliate itself with three fine teaching hospitals in the Alfred, Queen Victoria and Prince Henry's, and over the years, developments in these hospitals, associated with the development of the University, have led to this medical school playing a significant role in dealing with the medical problems of the community.

"The clinical areas contain an array of considerable talent, both in our staff and in doctors from outside the University who deal with the problems of patients in those hospitals," he said.

"But a Faculty of Medicine must be concerned with the doctors of tomorrow as well as the doctors of today. Its graduates must have the potential for continuing their education. Remember our University motto: 'Ancora Imparo'.



"Our graduates must be alert, lively, appreciative of change, and able to exert critical judgment in relation to changing forms of assessment and therapy. They must be able to judge what is best for their patients," he said.

Professor Schofield said that the practising doctor meets a lot of problems which the community is not aware of.

"They work very hard. What comes first with them is the standard of service and their patients."

According to Professor Schofield, this philosophy depends on the background which the doctors have had.

"Their depth of perception, their depth of understanding of the disorders of their patients, be they sociological or behavioural problems,

or real organic disorders — the medical school tries to provide the opportunities for gaining that background.

"The work we do here is to ensure that the medical profession progresses to the point where it can give the best possible service to the community.

"There are, of course, problems to be solved. The Faculty of Medicine was formed in 1960, and at that time we hoped that there would be a hospital on campus, a hope which unfortunately never came to fruition. We have had to compromise on this, but we are looking forward to the redeployment of the Queen Victoria to a site closer to Monash.

"The Faculty of Medicine has a large number of very distinguished people, and there is a tremendous potential for the solution of health problems in the community.

"We need as many resources as possible — financial, building, and so on — in order to realise this potential fully.

"There are many problems to be solved, but the Faculty, in time, will solve them," Professor Schofield said.

Library fines increased

On Monday, September 6, library fines increased from 20 cents to 50 cents per day.

The University Librarian, Mr Brian Southwell, said that the new rate applied to staff as well as students.

"You are therefore urged to return books before the date stamped on the loan slip and to respond promptly to recall notices," he said.

"Provided this is done, no fines will be incurred.

"If you do not wish to return the book — and provided no-one else wants it — the loan can be renewed by bringing the book to the Library and borrowing it.

"In this way, the Library's records are kept up to date and accurate," he said.

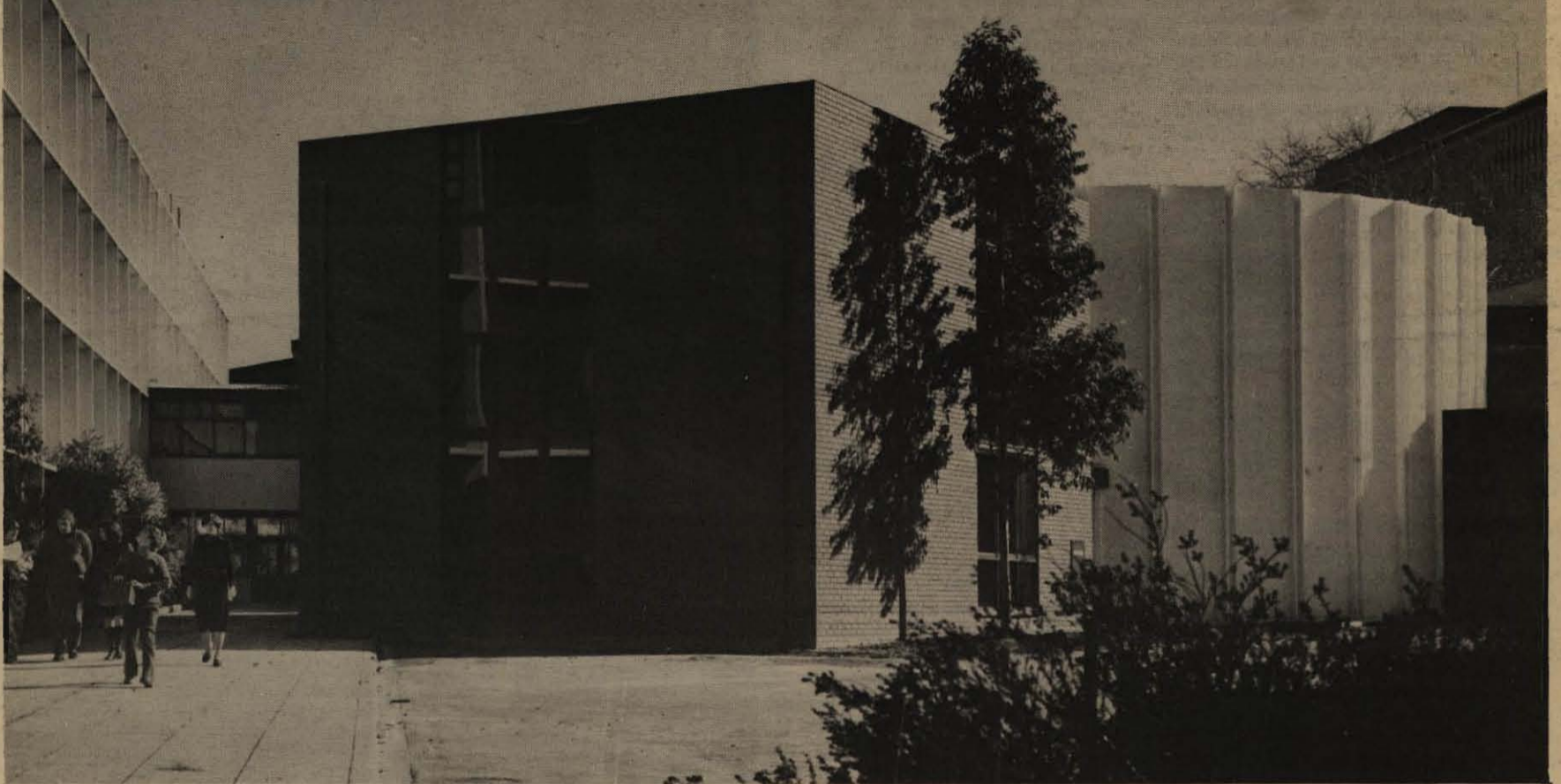
Extended loans of up to six months can be arranged, where a case can be made out. Applications should be made in writing to the appropriate branch librarian before borrowing the book.

BILL NORTHAM SAYS THANKS

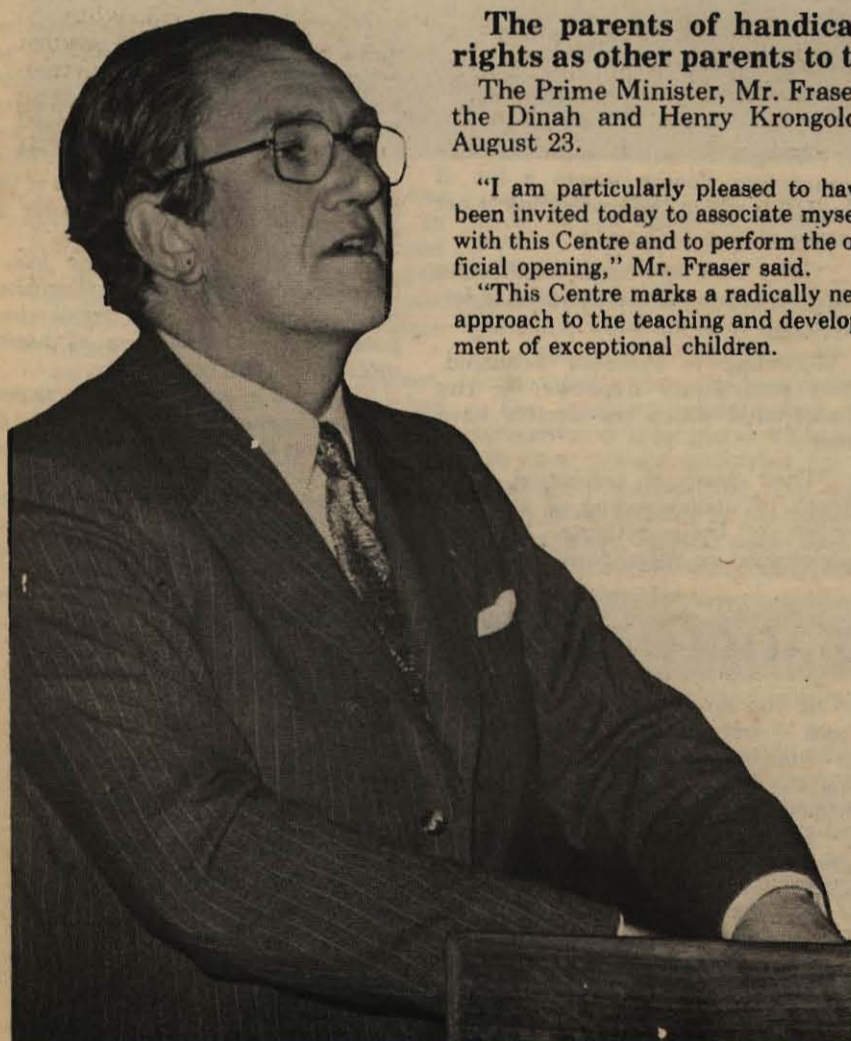
Bill Northam, former academic staff officer, who left last month to return to the UK has written to the Reporter asking us to convey his appreciation to people throughout the University for the help and support they had given him during his term at Monash.

He writes: "I had also intended to say (in my farewell speech) that I was sorry not to have had a chance to get around and see people or to thank properly all those who sent messages, but were unable to come to the farewell."

DINAH and HENRY KRONGOLD CENTRE for EXCEPTIONAL CHILDREN



Parents must bear "unduly heavy burden"—PM



The parents of handicapped children have the same rights as other parents to the education of their children.

The Prime Minister, Mr. Fraser, said this at the opening ceremony of the Dinah and Henry Krongold Centre for Exceptional Children on August 23.

"I am particularly pleased to have been invited today to associate myself with this Centre and to perform the official opening," Mr. Fraser said.

"This Centre marks a radically new approach to the teaching and development of exceptional children.

"It expresses the philosophy that the handicapped or the exceptionally gifted child is entitled to respect, to encouragement, to opportunities, as are other children," he said.

Mr. Fraser said that special education is an educational matter, not a matter for Departments of Health.

"Governments have to recognise that parents and voluntary organisations have been asked to bear an unduly heavy burden simply because the relevant governments have been unwilling to accept the equal educational rights of the handicapped.

"The Commonwealth Government is greatly concerned that developments such as this Centre should be encouraged," Mr. Fraser said.

"Indeed, the way in which this Centre has been established is a very desirable one.

"The initiative has come from people close to the subject, and they have enlisted the enthusiasm and dedication of others.

"The Commonwealth has been able to assist this initiative by providing a supplement — a substantial supplement — to funds already raised. A sum of over \$653,000 is to be provided for this project," he said.

Mr. Fraser said that the approach to social reform which measured the worth of a program by the amount of money involved was not only misguided, but might be positively harmful.

"Money can help. Money is essential. But our society is not going to be changed for the better simply by spending more and more money.

"So many of the problems which concern us are problems principally of human relationships.

"Although this is a time when Governments have to exercise great restraint on new spending in our budget planning we felt that handicapped children had a particular claim for assistance.

"To be a parent of a seriously handicapped child is to face an immense challenge and lifelong commitment.

"I cannot conclude without saying something of the drive and generosity of Mr. and Mrs. Krongold, whose initial donation of \$100,000 provided the basis for the University to proceed with the Centre.

"The Krongolds are fine examples of immigrants who have contributed so much to today's Australia. They are no strangers to this University. I understand that their children were students here, and that they have been involved in fund-raising for the organ in honor of Sir Louis Matheson, the previous Vice-Chancellor.

"They are also well known in communal and charitable circles in the Australian Jewish community of which they are prominent members. They have been major donors to the National Jewish War Memorial Centre in Canberra.

"It is, therefore, with great pleasure that I officially declare open the Dinah and Henry Krongold Child Training Centre."

A landmark in the history of education

Professor Ron Taft, Acting Dean of the Faculty of Education, said that the opening of the Krongold Centre was a landmark in the history of the Faculty of Education at Monash.

"In the brief 13 years of its existence, the Faculty of Education at Monash has grown into one of the largest and most productive of its kind in Australia. We have provided teaching and research opportunities in many of the diverse areas that go to make up the broad academic field known as education," Professor Taft said.

"The orientation of the faculty has from the beginning been a combination of developmental research and practical training. The research is necessary for progress to be made in the understanding and management of the educational process and, without it, education would be based only on superstition, speculation and blind continuation of tradition.

"The faculty included among its interests from an early stage the need to improve the diagnosis and remediation of children with learning handicaps. Many members of the audience will

remember the late Dr. Elwyn Morey who initiated this type of work in the faculty in 1966, but whose life came to a tragic end three years later.

"I think it should be recorded on this occasion that Dr. Morey kindled a strong interest among her colleagues in the needs of the handicapped.

"I would include myself among those who were influenced by her in this respect," he said.

"Generally speaking, faculties of education and other colleges concerned with teacher training have been somewhat negligent on the needs of special education.

"How fortunate we were, therefore, when in 1970 Professor Marie Neale, then a senior lecturer in education at the University of Sydney, accepted an invitation to fill our Chair in Exceptional Children.

"Professor Neale came to us with a clear-sighted conception of how best to provide for the needs of exceptional children . . . suffice it to say at this point that it is completely in line with the dual orientation of the faculty toward combining practical training with research," Professor Taft said.

Professor Neale, Director of the Krongold Centre, is a New Zealander.

She graduated with a Master of Arts degree and a diploma in education, and after some years' work as a teacher, went to the United Kingdom to obtain further training and experience in psychology as it applies especially to the diagnosis and remediation of children with learning difficulties.

Professor Neale has a world-wide reputation for her work on reading problems and for other aspects of special education.

In her address, Professor Neale said: "Every once in a while, there comes an occasion which, marking the culmination of the shared vision, purpose and involvement of many people, defies attempts to capture the aura in a few words. This is just such an occasion.

"In one sense, this occasion is not an initiation of a new venture, but an affirmation of a ongoing, reciprocal, life-giving relationship between members of the larger community and members of a smaller fraternity — the University," she said.

Professor Neale said that the aim of special education at the Krongold

Centre was to find a niche for each child in his local school, and to link parent and teacher in the regular school to the clinical team and teachers-in-training.

"But programs and individuals, and even a centre, do not, of themselves give direction and purpose to development.

"What characterises the activities of the Krongold Centre is that strong and different personalities cohere in a loosely knit team.

"They are tuned in to a philosophy that life is the sharing of a series of problems, and even crises, making vivid the present; that it is the pulling together of creativity and wisdom despite new beginnings and interruptions; that life is enriched by the manifold transactions with others who propel us from our routinised concerns with self; that the giving of care is not only important, but so also is the spirit and the timing.

"With their generous gift, their charm and charisma, and their perfect timing, Dinah and Henry Krongold have given us a centre which gives permanent shape to the ebb and flow of inspiration and experience that will affect the lives of all who work within it," she said.



Embarking on a lifelong voyage of discovery . . .

Towards a new social awareness

Much of the work done in the Krongold Centre is directed towards a new social awareness about — and among — the community's exceptional children.

The Centre caters for children from widely varying backgrounds. In the main, they are referred to the Centre by doctors, teachers, parents and, in certain circumstances, community agencies of different kinds.

Their ages range from infancy to young adulthood, and their disabilities cover a broad spectrum, as these brief 'case histories' show:

- ★ Peter, aged seven was thought deaf by his parents when he was a baby as he did not respond to sounds and only glanced briefly if people came into the room. He has always shown little interest in people and screams and bites his hand if he is distracted from his favorite activities of collecting bits of string and flapping his hands at the TV. He was placed in a special school for a year but was unable to fit in and did not respond to a small group setting. When he was tested by psychologists and teachers trained to work with language-impaired children, he was found to be of normal non-verbal intelligence. He is now responding to special teaching in a one-to-one situation which employs non-verbal methods of communication and is beginning to use words to communicate.
- ★ Charles is 10 and was brought to the clinic because the school he attends was threatening to expel him. This was because he had twice set fire to the shed in the playground; in addition he was attention-getting and said obscene words to his teachers. Together with his parents, sister and brother, Charles was seen by two clinic staff in a group situation in which we explored the ways in which each member of the family encouraged different aspects of his behaviour. Family members and teachers were taught how to encourage more mature behaviour in Charles.
- ★ Mary is three and was seen by psychologists because she seemed to be backward, having developed a few words of speech only and showing little inclination to play other than with sand or dirt. She was not toilet trained. After testing showed her to be developed to about two years of age overall, she was placed in a learning program specifically geared to her individual level of attainment in each area of her behaviour. The program covered such areas as speech, toilet training, motor behaviour and social development.
- ★ Four-year-old Scott has been attending the Centre for the past two years. He has multiple physical and sensory handicaps as a result of contracting meningitis at the age of one. Over the past eighteen months Scott has made gains in most areas of development. His recent performance in the areas of socialisation and self-help skills has meant that he can now attend a regular kindergarten for two mornings a week — the beginnings of his gradual integration into the everyday world.
- ★ Kerry is five years old. When she first came to the Krongold program she was described as a non-verbal child. An individualised program was designed to help Kerry acquire basic linguistic skills. Meaningless jargon has now developed into the beginnings of a useful language. An ability to communicate has given her a new social awareness and for the first time she is making contact with children of her own age.
- ★ Steve, eight years, gave concern to his parents at the age of eighteen months because of the discrepancy between smiling, intelligent behaviour and his delayed milestones in walking and talking. Having been diagnosed as "hopelessly mentally retarded" by a number of specialists he eventually arrived at the Krongold Centre for inclusion in the intervention-integration program. Steve is now attending regular school with the back-up of a motor and language stimulation program at Monash.
- ★ A bright-faced little girl of three years with a physical handicap was receiving attention from family and friends at the expense of her five-year-old brother, already showing signs of a behaviour problem. A carefully planned therapy program for the little girl, counselling for the parents and positive involvement for the older child helped restore balance in the family relationships.



Photographed at the opening ceremony are, from left, the Vice-Chancellor (Professor Scott), Mrs. Dinah Krongold, Mr. Henry Krongold and the Prime Minister.

SIGNS OF HOPE FOR HANDICAPPED

The widely-acclaimed Paget-Gorman Sign System for Language Development may soon be introduced in Australia to help improve the communication skills of handicapped children.

This follows discussions held at Monash last month during the first national conference on the system, convened by one of its co-developers, Dr Pierre Gorman of the Monash Faculty of Education.

One of the conference speakers, Miss Margaret Dowrick, of Perth, reported that results achieved overseas in helping impaired children to communicate were sufficiently impressive to suggest that the system should be introduced here at an early date.

More than 40 people from all over Australia attended the conference. They came from all branches of teaching, including speech pathologists, audiologists, students of special education, kindergarten teachers, teachers of autistic children, and teachers of the deaf-blind.



The Paget Gorman Sign System was pioneered by Sir Richard Paget, an English scientist. His work was revised by his widow, Lady Grace Paget, together with Dr Pierre Gorman, Senior Research Fellow in the Monash Education Faculty.

Its principle is based on a brilliant, yet simple, idea which Sir Richard had in the mid 1930s when he stated that it would be possible for the very young, profoundly deaf child to acquire a knowledge of words, both for their meaning and also presented in correct grammatical sequence. This ability to use words would be true even though the child had not yet learned to pronounce or spell these words.

Sir Richard put his idea into a practical form whereby this expression and reception of words is achieved with each word in the communication being presented in a visual form, and using a special manual gesture to represent each word. Each word has its own, individual gesture which is, whenever possible, derived from the "meaning" which is characteristic of the word. The gestures are independent of the written and spoken forms of the words they represent, hence a knowledge of fingerspelling or spelling skills is un-

Dr. Pierre Gorman and another well-known campus figure, his airedale Paul, seem to communicate very well without words.

necessary at this stage. These signs are presented word for word, and in the same sequence as the words in the written and spoken communication.

The learning, performance and recognition of these gestures and signs has been greatly facilitated by the creation of conventional 'key signs' which form the basis for the construction of other, related signs such as those depicting animals, colors, plants, position, time, etc.

Sir Richard died in 1955, and further work on the New Sign Language came to a standstill for lack of a suitable collaborator for Lady Paget, Sir Richard's widow.

In 1957, Dr Gorman was introduced to Lady Paget as a possible co-worker, and began working with her the following year. Dr Gorman and Lady Paget have been collaborating closely in an extensive revision and improvement of Sir Richard's original work since that time.

"There are signs for more than 2500 words, some of which have several signs depending on the number of

meanings they have. For instance, the word 'cross' can mean angry, or it can refer to a geometrical or religious symbol, or it can be a verb, as in to cross the street," Dr Gorman explained.

There are three main systems of manual gestures:

- Pantomimic gestures which anyone can understand (a shrug, wiping one's forehead to denote that one is hot, etc.); but which could be open to ambiguity.

- Conventional signs, understood by a small group of people. These gestures do not necessarily observe the rules of syntax or grammar.

- Fingerspelling, in which communication is spelt out letter by letter, and in more or less correct grammatical order.

"The Paget Gorman System differs from all others in that it attempts to observe the same word-by-word written or spoken communication, but without requiring the least bit of knowledge of how to spell. It is therefore quite possible that this system could anticipate the learning to speak and the learning to read and write in correct word order," Dr Gorman said.

More fluent

"In the field of education of profoundly deaf children, people say you shouldn't teach them with signs, but there is some evidence in England that shows that, if we teach very young, profoundly deaf children to communicate grammatically by hand with this system, they become more oral and fluent in speech because they don't have the double problem of learning correct word sequence as well as correct grammar. We have found that, if used correctly, we might encourage them to communicate more grammatically, even with the hand, than if they didn't have this to help them," he said.

Although the Paget Gorman Sign System for Language Development has not been used in Australia, it has aroused increasing interest during the last few years. Much of this interest has come from Australians who have seen the system in British schools for children having various communication disorders. Some of these children were hearing-impaired or speech-defective; others were mentally retarded, brain-damaged or had a dual impairment of vision and hearing.

Soft-selling

"We are underplaying the system because I've seen what has happened in countries like America where a small group, backed with a lot of money, has tried to push a system of education which hasn't had enough evaluation or justification," Dr Gorman said.

"This system is in no way to repress or supplement the so-called deaf and dumb language as used by many deaf and dumb adults as a day-to-day means of communication.

"The Paget Gorman System is only to develop correct grammatical communication and is intended to be used simultaneously with spoken communication, as these manual gestures have been designed so that the speaker's mouth will not be obscured, thus encouraging and facilitating speech-reading. It has never been envisaged as a permanent general medium of communication for everyday use."

BIG DEMAND FOR ATLAS

The physiographic atlas of the Victorian coastline produced by the Monash geography department (see July Reporter) has been a near sell-out in less than two months.

The series of 28 maps, which took four years for staff and students to put together, shows the various types of foreshore along the coast.

It gives an at-a-glance picture of whether the coastline in a particular place is mud, rock, sand, or swamp.

As well, the atlas shows access routes to the foreshore — paved roads, truck and four-wheel-drive tracks, and rough trails negotiable only by crawler-tractor.

It was produced in collaboration with various government departments and was designed primarily as a guide for getting cleanup units to the site of any marine oil spill endangering the coastal ecology.

But Mr Jack Missen, chief technical officer in the geography department, says it has been bought by a "broad spectrum of the community".

Mr Missen, who designed the maps and the format of the atlas, says purchasers have included geologists, dredge operators, librarians, conservationists, four-wheel-drive owners, and particularly fishermen.

"One anglers' club bought 10 copies," he says.

The first edition of the atlas was a limited one of 1000, selling at \$10 each.

The geography department's stocks are completely sold out, but a limited number are still available from the state Ministry for Conservation.

There are no immediate plans to print a second edition, although one is tentatively planned incorporating further information such as areas of scientific or scenic interest, and breeding grounds of fish, birds and marine mammals.

PSYCHOLOGY IN EDUCATION

The Faculty of Education offers a Diploma in Educational Psychology which provides a specialist postgraduate course in psychology for students who hold a first degree and a major sequence in psychology.

The course for the Diploma is a theoretical and practical introduction to professional psychology. Some training in professional skills such as counselling, personality assessment, applied research and remedial techniques is given, but this is not the main orientation.

The course is accredited for Associate Membership of the Australian Psychological Society.

The Diploma may be undertaken by either full or part-time study, and must be completed in not less than one and not more than four years from date of admission to candidature. No external studies are offered.

Further information about the course and application forms for 1977 may be obtained from the Faculty Secretary, Faculty of Education, on extension 2821.

The closing date for applications will be Friday, February, 4, 1977.

The Senate and money Bills

Why it has no power to reject . . .

Examination of preliminary versions of the Australian Constitution indicates that Senate power to reject money Bills was specifically deleted, suggests the Chancellor of Monash, Sir Richard Eggleston.

Such power was an "absurdity" created by the early drafts but recognised and removed in the final document, he claims.

He put forward the interpretation at two seminars last month. One was on "The Labor Government and the Constitution", at Melbourne University Law School.

The other, "The constitutional justification (if any) for the dismissal of the Whitlam Government", was held in Sydney by the Constitutional Association of Australia and the Law Faculty of the University of N.S.W.

Sir Richard, a former Judge of the Arbitration Court, said it was clear from 1891 and 1897 drafts of the Constitution that the founding fathers had at that stage agreed the Senate should have the right to reject but not amend money bills.

The section involved was the controversial Section 53 and the specific words were that the Senate could "affirm or reject" such Bills.

But because of amendments to other sections of the Constitution, agreed during a further convention the following year, the drafting committee was ordered to reshape the draft into its final form.

During this session of the drafting committee, Section 53 was entirely re-

worded and the words "affirm or reject" omitted.

Another phrase — "if it thinks fit" — which related to the defining of the House of Representatives' powers concerning messages received from the Senate — was also deleted.

A member of the full convention drew attention to this latter deletion when debate on the Constitution resumed. And they were restored, said Sir Richard.

"No one, however, drew attention to the fact that the words "affirm or reject" had been omitted," he points out.

(The debates of the Constitutional Conventions are fully documented.)

The implication was clearly that Senate power to "affirm or reject" had been deliberately left out at the last moment.

There were a number of obvious reasons for this action, says Sir Richard.

"The section clearly states that the Senate may send a message to the House of Representatives requesting 'the omission or amendment of any items or provisions' in a money bill.

"Since there is no reason to suppose that the Senate could not send a message to the other House, even if the Constitution had been silent on the matter, the inclusion of such an express provision strongly suggests that it was intended to exclude other action by the Senate in respect of money Bills of which it did not approve."

The Constitution also states that in respect of any omissions or amendments suggested by the Senate the House of Representatives may 'if it thinks fit', make them 'with or without modifications'," Sir Richard points out.

These words — the ones deliberately reinserted in the final draft of the Constitution — made it clear that the final decision rests with the House of Representatives.

have done directly. The motion to defer was equivalent to amending the Bill to provide that it should not come into effect until an election was agreed to.

"Indeed, one reason why those who favored the powers of the Lower House were prepared initially to agree to a right in the Senate to reject was that the rejection of such a Bill was fraught with such serious consequences that it was thought unlikely that it would ever be exercised.

"But the device of deferring the Bill gave the Upper House all the advantages of rejection without the risk of finding itself in an untenable position.

"It is worthy of note that Sir Robert Menzies, who espoused in print (on October 21, 1975) the proposition that the Senate could reject supply, did not go so far as to support the right of the Senate to defer the Bill. He said: 'Let me repeat, the Senate may not amend these measures, but it may reject them, or, of course, in the ordinary process of debate, it may adjourn them.'

"What then are the consequences of the rejection by the Senate of a Bill which it has no power to reject, or the deferment of a Bill which it has no power to defer?

"There are, of course, some provi-

"It would be anomalous if the Lower House had the final say as to all omissions short of total rejection, but the Senate could still reject the whole Bill," says Sir Richard.

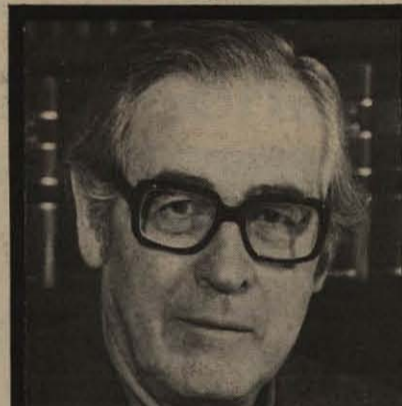
If the Senate has power to reject or defer money Bills, an absurd situation is created, he continues. The parliamentary process in relation to money Bills becomes indistinguishable, except in immaterial matters of form, from the process in relation to other Bills.

"If the Senate can suggest amendments or omissions, can reject the Bill, or — if it chooses — can defer consideration of it altogether, what further power could the Senate possibly want?" he asks.

"The drafts of 1891 and 1897 created this absurdity; the final version of the Constitution removed it."

Sir Richard cites another argument against the Senate having power to reject money Bills:

Section 57, which incorporates elaborate procedures for dealing with deadlocks between the Houses, is



The Chancellor of Monash, Sir Richard Eggleston (above), believes the Governor-General's action in dismissing Mr. Whitlam as Prime Minister last November 11 was based on a mistaken view of the law. Sir Richard, a distinguished jurist and former judge, last month put forward his arguments in support of this view at two Law Faculty seminars

sions of the Constitution that cannot be enforced, even though the obligation laid on Parliament is express. Thus Section 101 says that there shall be an Inter-State Commission. There has not been one in fact since the Wheat Case, but it is difficult to see what the High Court or anyone else can do about it.

"If I am right in my construction of the Constitution, two views are possible: One is that the duty of the Senate to pass or deal with a supply Bill cannot be enforced. In that case the only remedy could lie with the Governor-General.

"Whatever other steps he might take, they would not include dismissing the Prime Minister and installing in his place the author of the improper refusal or deferment of supply.

"In the situation that prevailed in November last it is, I think, fairly clear that if the Governor-General had taken that view of Section 53, he would have had no difficulty in persuading Mr Fraser to back down.

"The second possible view is that

useless to resolve a failure of the Senate to pass Supply, as Sir John Kerr had discovered.

He suggests it is logical to expect that the Constitutional Convention would have either made some provision for resolving deadlocks over supply, or altered the final draft of the Constitution, as he believes it did, to prevent such a deadlock arising.

It was hardly conceivable that the founding fathers would not have recognised the deadlock threat if they had, in fact, given the Senate power to reject or defer money bills, suggests Sir Richard.

One question which did remain was why there was no record of a debate over the omission of the words "affirm or reject" from the final draft of Section 53, he concedes.

But he speculates: "The forces of centralism were gaining strength as the Constitutional Conventions went on, and there were complaints that the earlier agreements designed to protect the less populous states were being whittled away.

"It may well be that some sort of behind-the-scenes settlement was achieved in the drafting committee."

The interpretation of Section 53 used last year to justify the Senate's right to reject all Bills, of whatever kind, was based on the last sentence of the section: "Except as provided in this section the Senate shall have equal power with the House of Representatives in respect of all proposed laws," said Sir Richard.

"This sentence, however, is by no means unambiguous," he claims.

"If the preceding words of the section carry the implication that the Senate has NO power to reject money Bills, as I think they do, then 'except as provided in this section' includes the concept 'except that the Senate has no power to reject money Bills' and the sentence does not itself confer a right to reject," he maintains.

the matter is justiciable by the High Court, if it can be brought before the Court. As to this, I think the Governor-General might well have announced that if the Senate persisted in its refusal of supply, he proposed to invite the Minister to present the Bill to him for the Royal Assent.

"This would almost certainly have produced a reaction in the form of an application to the High Court for an injunction to restrain the presentation of the Bill, in which proceedings the validity of the Senate's action could have been debated.

"I am, of course, aware that there are expressions of opinion by members of the present High Court Bench, to the effect that the Senate has power to reject supply. It seems to me that these expressions of opinion were quite unnecessary to the decision of the case in hand.

"They are offered, so far as appears, without argument having been presented on the point, and while I can see that there would be an understandable reluctance on the part of those justices to resile from a previous dictum, I would hope that if the matter ever came before the Court an opinion expressed in such circumstances would be regarded as having no influence on the result."

. . . or defer

"Whatever may be said about the right of the Senate to reject supply, it seems to me to be clear that the conduct of the Senate in deferring consideration of the supply Bills until the government agreed to an election was improper," says Sir Richard.

"I use the word "improper" because the exact legal status of this sort of conduct is a matter of some doubt.

"The Constitution provides in express terms that laws imposing taxation shall deal with only one subject of taxation, and that laws appropriating revenue or moneys for the ordinary annual services of government shall deal only with such appropriation.

"The intention is clear that money Bills shall not be used by the Lower House to compel the Upper House to agree to something that is not connected with the money Bill itself.

"Since the Upper House may not amend a money Bill, there was no need to put restrictions on the possibility that the Upper House might use the occasion for tacking some other proposal to such a Bill.

"To defer consideration of the Bill until the government agrees to hold an election is, however, to do indirectly what the Senate could not

Monash equipment 'digs' 40 km down...

Seeking the secrets of the earth's crust

The Department of Earth Sciences now possesses several pieces of high-pressure apparatus which can simulate conditions in various levels in the earth's crust to a depth of 40 kilometres.

Professor Bruce Hobbs, chairman and founding professor of the department says that there are three pieces of equipment. Two are in working order and the third is still being built.

"The two which have been completed can simulate pressures up to 150,000 lb. per sq. in., and what we are trying to find out is what goes on in the earth's upper mantle where such pressures exist," he said.

"We're trying to duplicate the temperatures and pressures which exist at various levels in the earth's crust. This equipment can simulate conditions which occur from two to four kilometres in the crust.

"It can also reach temperatures of up to 1200 C, the temperature at which most rocks will melt if water is present. Quartz, for example, will melt at 1700 C dry, but at 1200 C if water is present."

The equipment took a year to assemble, and most of the parts were built at Monash or brought from America.

"The workshop in Earth Sciences made all the heavy shielding and panning as well as the hydraulics and electronics, and the equipment was designed by members of the department: lecturers Vic Wall and Dr Mike Etheridge and myself. Most of the high-pressure fittings were brought from America, which is the only supplier," Professor Hobbs said.

TO THE EDITOR:

Of cows and daffodils ...

I feel some of your readers may have been under a misapprehension following the article in the August edition showing the appalling vandalism in the grounds of Monash.

Before the University occupied the site it was owned by Mr. O'Shea, whose house is now the residence of the Vice-Chancellor, and the Royal Talbot Colony for Epileptics. The patients of this institution tended a vegetable garden, milked a herd of cows and were extremely proud of their extensive flower garden which was one of the show places of the district. The wife of each successive Governor of Victoria always participated in a tree planting ceremony, and a collection of prize daffodil bulbs was one of the features of the garden.

Everything that could be moved was transplanted to the new site of the hospital at Kew, the bulldozers arrived and the remainder was destroyed almost overnight. The "huge muddy piece of ground" was left by the builders.

—J. M. Cole,
Atkinson St., Oakleigh.

The equipment is used in:

- Chemical experiments which study the origin of granites and the various materials which form granites.

- Experiments involving the metamorphosis of rocks, especially the influence of water and carbon dioxide on types of chemical reactions which take place at certain temperatures and pressures.

- Deformation experiments which study the effects of small amounts of melt on the mechanical properties of rocks, whether they are weak or strong, and how fast they melt. Under these types of conditions, rocks are like treacle or honey, and become so ductile that they can be drawn out like chewing gum.

Small amounts

"We're interested in producing small amounts of melt — one or two per cent of molten material — because although the top 100 kilometres of the earth's crust is solid, you get one or two per cent of molten matter, and the evidence is that this part of the earth is very weak — much weaker than you would expect.

Thieves turned 'chicken'

The Papua New Guinea University of Technology's campus newspaper, "The Reporter," recently told of some very 'fowl' dealings on campus.

Entitled "Chicken Talk," the article told of the dark deeds, and subsequent comeuppance, of a ring of chicken thieves who, for a poultry sum, robbed the university of almost 100 chickens, or kakaruks. It went as follows:

"The Faculty of Agriculture's farm on the campus has been subject to close attention by a gang of rascals.

On their first visit 50 kakaruks went missing. On their second visit, a further 35 kakaruks disappeared.

On their third visit, however, the Faculty had employed a night watchman. He was disturbed at 2.30 a.m. by the presence of approximately seven people near the surrounding fence, and watched two men climb over and proceed to grab hold of several kakaruks, placing them in a sack.

Having convinced himself that these early morning visitors were up to no good, he struck the rascal holding the sack a heavy blow with a length of dewai across the arm (breaking the arm).

The other prowler then advanced, brandishing a long-handled axe. The watchman, a brave man, walloped the axeman over the head with his dewai.

The two rascals then picked themselves off the ground and beat a

"There is a theory known as the Plate Theory in tectonics (changes in structural conditions in the earth caused by deformation) which says that the earth is made up of several plates moving around in relation to each other. What we're after here is why such small areas of this layer are responsible for mountains and earthquakes, why mountains and earthquakes occur where they do, why gas fields and oceans are where they are and so on," Professor Hobbs explained.

The third piece of equipment is being built by Dr Ian Nichols, senior lecturer in Earth Sciences. This equipment is capable of 45,000 times atmospheric pressure (one bar) which corresponds to conditions 30 kilometres below the earth's surface.

"This apparatus takes 10 milligrams of rock powder and compresses it to 45,000 bars. It can also heat it up to 1700 C," Dr Nichols said.

"From these experiments we can see what materials form and what composition of liquids is left. Experiments such as these simulate what happens when the mantle of the earth melts, and we can then study the products of these meltings which take place in the zone below 40 kilometres.

"We are getting part of the equipment — a hydraulic press — from ANU, and the rest is being built here," he said.

Dr Nichols expects to finish building the equipment by next year.

hasty retreat and were dragged back over the fence by their companions waiting outside.

The University Security in the morning followed a blood trail through the bush to the main road, where obviously transport had been waiting.

The outcome: no more purloining of poultry."

SCHOLARSHIPS

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a precis of the details. More information can be obtained from the Graduate Scholarships Office, Ground Floor, University Offices, Extension 3055.

Australian Wool Corporation — Postgraduate Scholarships

Open to graduates wishing to pursue a career in wool research. Value: \$3,300 p.a. plus dependents' and travel allowance. Applications close October 1.

Scandinavian Cultural Funds

Grants are available for 1977/78 from the Norwegian Fund to provide travel assistance towards the expenses of Australians who wish to visit Norway and to visitors from Norway to come to Australia. Those eligible: normally academic staff below Reader. Applications close October 1.

HOW HEARU CAN HELP

Many staff are keen to improve the learning experiences they provide for their students, but finding the time from the demands of teaching, research and administration to concentrate fully on this work is the main problem.

In past years staff from Engineering, Medicine and Mathematics have solved this dilemma by being seconded to HEARU for periods ranging from three to six months. Completed projects have included:

- A study of creativity in Engineering design (A. Holgate — Civil Engineering).

- Evaluation and redesign of Behavioural Science courses (Tony Ryan — Social and Preventive Medicine).

- Development of learning materials for mathematics courses (Mike Englefield and Neil Barnett — Mathematics).

New projects

Staff from the Library and Geography department are to work on projects later this year.

This opportunity to work on a project of your own devising will be available again in 1977. For those interested the following requirements must be met:

- 1) Your chairman of department is willing for you to be released for a minimum of three months (maximum 6 months). The Higher Education Advisory and Research Unit will reimburse the departments with funds to cover a significant portion of salary of the seconded staff.
- 2) The staff member, after consultation with HEARU, submits by September 17, 1976, a detailed statement of the proposed project and its relevance to his department.
- 3) HEARU reserves the right to make the final selection.

If you are interested, call Ian Thomas, Acting Director of HEARU on 3270 or 3271 for more information, or talk to your Head of Department who will have recently received a more detailed statement about the scheme and the financial arrangements.

Several works by Australian artists were recently presented to the Monash Art Collection by Mr Joseph Brown, a Melbourne art consultant and dealer.

The works are the latest in a series of gifts presented to the University by Mr Brown, owner and director of the Joseph Brown Gallery, and honorary valuer for a number of State galleries and institutions.

The three works illustrated are part of a collection currently exhibited outside the Careers and Appointments Office in the Union building. The exhibition commemorates Joseph Brown's patronage and generosity to the University.

The art works are of historical importance and are a significant contribution towards bridging the gaps in the Monash Collection. Joseph Brown's concern for historical and aesthetic relevance is reflected in these gifts and is emphasised in his private collection, which is a historic record and a contribution to the arts in Australia.

Represented in the recent gifts is a remarkable **Danila Vassiliev** picture which reflects the return to Nationalism of the 1940's. It is a semi-surreal painting depicting social injustice and environmental destruction. The vision is similar to Albert Tucker's "Images of Evil and Night Images" paintings of 1940-47. Vassiliev was born in Russia in 1899 and died in Melbourne in 1958. He had no formal training, but was one of the first artists to paint street scenes in Sydney and Melbourne between 1936-40. His paintings and theories greatly influenced Melbourne figurative art.

Arnold Shore (b. 1897 — d. 1963), like George Bell (b. 1878 — d. 1966), pioneered post-impressionism in Melbourne. In 1932 Shore and Bell established a school based on modern principles rejecting the generally accepted view that art had to imitate nature.

Roy De Maistre (b. 1894 — d. 1968) pioneered post-impressionism in Sydney. He studied with Roland Wakelin and Grace Cossington Smith under Dattilo Rubbo. They worked towards a simplification of form and used strong vibrant color. De Maistre's interest in color theory and the relationship between music and color led him to produce the earliest pure abstract pictures c. 1919 in Australia, although he soon rejected pure abstraction and his paintings after 1923 were influenced by cubism.

The **Godfrey Miller** (b. 1893 — d. 1964), is an oil sketch, probably the initial structure of a landscape. He developed a highly personal style and his later paintings are a perfect combination of mysticism influenced by his interest in Indian philosophy and cubism. The oil sketch now in the

CHILDREN WANTED

Dr. Lesley Hall of the Department of Psychology is conducting a research program investigating the ability of young children to make visual searches.

Four-year-olds and children aged between six and nine years are needed to participate in this work, which involves looking at sets of simple pictures. The experiments are carried out in the Psychology Department and take no more than 30 minutes for each child. Times can be arranged to suit parents and children.

Inquiries and offers of help should be directed to Dr. Lesley Hall, room 414 (extension 3962).

Grazia Gunn discusses some important new additions to the Monash Collection . . .

THE GIFTS OF JOSEPH BROWN

Illustrated are three works from the Joseph Brown benefaction, all presented this year:
Top: CHARLES BLACKMAN
 Portrait — drawing
Centre: ARNOLD SHORE
 Drawing — watercolor and pencil
Bottom: DANILA VASSILIEFF
 Evolving Australia — oil on hardboard

Monash Art Collection is aligned to pointillism, but his most important works reflect a personal kind of cubism.

The University is very fortunate to have received the bronze relief (c. 1890) — a portrait of the actress Janet Achurch by **Bertram Mackennal** (b. 1863 — d. 1931). In 1887 Mackennal executed the relief sculpture for the Victorian State Houses of Parliament. He is represented in the Tate Gallery, London, Australian State Galleries and the National Collection, Canberra.

The list of gifts is a long one. The works I mention are significant but the others are of no less importance and all works will be fully described and discussed in due course.

These gifts have widened the scope of the collection which principally represents contemporary Melbourne painting, including five Antipodeans. Joseph Brown's contribution of the pioneers of modernism in Australia gives the collection the appropriate starting point and facilitates the understanding of the evolution, scope and meaning of modern art.

★ ★ ★

Mr Jamie Mackie, Research Director of the Department of South East Asian Studies and Chairman of the Art Advisory Committee, said:

"Mr Brown's latest gifts to the Monash Art Collection are a very magnificent supplement to an already long list of generous donations extending over the last seven years.

"They come at a time when the Art Advisory Committee is engaged in a major reassessment of the principles and procedures it should follow in building up the Collection, and they fit into one of the lines of development we are hoping to build up.

"We are extremely grateful to him for his remarkable generosity in helping to build up a collection in which Monash can take a great deal of pride."



Comedy comes back to the Alexander

If you'd like to know how a naked man wears a bowler hat (not on his head) with chic, then the Alexander Theatre's spring production, "What the Butler Saw," is for you.

Written by Joe Orton, "What the Butler Saw" has all the ingredients of post-war farce, to a side-splitting degree.

Set in a lunatic asylum, the play revolves around the inmates (including the doctors, who give as good as they get) and their 'lunatic logic' and 'unusual behaviour'.

The play opens with the resident psychoanalyst, Dr Prentice (John Wood), interviewing a prospective secretary, whom he orders to undress.

Eventually, everyone 'gets his/her gear off', changes clothes (except for the gentleman with the bowler hat) and the result is total farce.

"What the Butler Saw" is directed by Malcolm Robertson, associate director of the Melbourne Theatre Company from 1972 to 1975, and first theatre consultant to the Australia Council for the Arts.

The cast includes some of Melbourne's top professionals: Michael Duffield as Dr Rance, John Wood and Elspeth Ballantyne as Dr and Mrs Prentice, and Harry Scott and Judith McGrath as Nick and Geraldine Barclay.

"What the Butler Saw" opens at the Alexander Theatre tonight and will continue nightly at 8 p.m. until Saturday, October 2.



Elspeth Ballantyne and John Wood are two of the stars in the Alexander's spring offering, "What the Butler Saw".

Tournament sparks interest in fencing

The Monash Fencing Club held the first of its annual Invitation Epee Tournaments in the Cellar Room last month.

Six state and national finalists fenced a "round robin", with the winner, Russ Hobbe, carrying off the trophy.

The fencers taking part in the tournament were chosen because of the excellence of their past performance in epee. Each received an engraved medallion, and Hobbe, an Olympic finalist, also won a magnum of champagne and had his name engraved on the perpetual trophy which will be on show in the Union.

The club used pressure-sensitive epees and electric scoring equipment for the two-hour tournament.

As a result of the success of this tournament, Melbourne University hopes to start a similar tournament in sabre.

The Monash Fencing Club was founded by Dr. Gordon Troup of Physics in 1962 when it had twelve members. Since then, its numbers have expanded to more than 60.

The club's coaches are John Fethers and Harry Somerville, both of whom were members of Australian Olympic teams. They began fencing at the same club in the same year (1947). Fethers was the first Australian Champion in all three types of fencing — epee, foil and sabre — and he was also Australian National Coach from 1966 to 1969.

The fencing Club meets every Tuesday evening from 7-11 p.m. in Games Hall.

Tuition is individual, and all equipment is supplied.

For further information, contact the club's Publicity Officer, Kim Silverman, through the Union Desk.



Fine action during last month's fencing tournament at Monash.

VISITORS TO MONASH

The following academics will visit Monash during third term.

ARTS:

English: Dr John Wilders, Worcester College, Oxford. For the second week in September.
Dr Roger Lonsdale, Balliol College, Oxford. For the third week in September.

German: Professor Dr Helmut Kreuzer, Gesamthochschule Siegen, Siegen, West Germany. For twelve days, from September 1-11.
Professor Dennis Green, Department of German, Cambridge University, Cambridge. For a few days in October.

ECONOMICS AND POLITICS:

Administrative Studies: Dr Peter Fitzroy, Manchester Business School, England. For nine months, from April — December 1976.
Economics: Professor T. Havrilesky, Duke University, Durham, N.C., U.S.A. July — November 1976.

EDUCATION:

Dr D. I. Allen; Faculty of Education, Simon Fraser University, British Columbia. September 3 — December 3 1976.
Professor George Fargo and Dr Jean Fargo, University of Hawaii. August 1 — November 30 1976.
Professor Robert M. Gagne, College of Education, Florida State University, U.S.A. June 15 — December 1976.
Professor Philip J. Lawrence, Department of Education, University of Canterbury, Christchurch, N.Z. June 21 — October 18, 1976.
Dr Margaret L. Somers Miller, Tompkins Cortland Community College, Dryden, N.Y., U.S.A. July 1 — December 31.

Dr G. Noble, Department of Public Services Commission, Papua New Guinea. July — December 1976.

Professor Phillip Williams, Faculty of Educational Studies, The Open University, England. July — December 1976.

ENGINEERING:

Chemical Engineering, Professor Octave Levenspiel, Oregon State University, U.S.A. For 12 days, November 8 — 20.

MEDICINE:

Obstetrics and Gynaecology: Professor T. A. Sinnathuray, University of Malaya, Kuala Lumpur, Malaysia. October 15 — January 31, 1977.

SCIENCE:

Chemistry: Professor Fred Basolo, Northwestern University, Illinois, U.S.A. November 15 — December 10.
Dr Martin Bennett, Research School of Chemistry, A.N.U. Until September 11.
Dr David Buckingham, Research School of Chemistry, A.N.U., Canberra. October 17 — 30.
Professor Sei Otsuka, Osaka University, Japan. November 27 — December 24.
Associate Professor B. H. Robinson, University of Dunedin N.Z. September 27 — October 21.
Earth Sciences: Dr Igor Ryabchikov, I.G.E.M., Moscow. September 20 — December 20.
Dr Jan Tullis, Brown University, Rhode Island, U.S.A. December 1, 1976 — January 31, 1977.
Genetics: Dr John V. Leary, Department of Plant Pathology, University of California, California, U.S.A. September 1, 1976 — June 30, 1977.
Psychology: Dr S. Shirley Feldman, Stanford University, California, U.S.A. From October 1976 — February 1977 (approximately).

SEPTEMBER DIARY

8. EXHIBITION — David Aspden Paintings 1971-75. Exhibition Gallery, Department of Visual Arts. Open 10 a.m.-5 p.m. weekdays until October 4.
9. SEMINAR — "Vietnamese Political Culture; Contrasts with China," by Malcolm Salmon, formerly press correspondent in Hanoi. Presented by Monash Centre of Southeast Asian Studies. 2.30 p.m. Room 515, Menzies Building. Admission free. Inquiries: ext. 2197.
9. LECTURE-RECITAL — "Chiaroscuro," presented by Monash Department of Music. Works by Ligeti, Cage, and Italian composers of the 13th to 18th centuries. Refreshments to follow. 8 p.m. Music Auditorium, 8th floor, Menzies Building. Admission free. Inquiries: ext. 3230.
9. FILM — "Der Dritte" (NRC), presented by Monash Department of German. 8 p.m. Union Theatre. Admission: \$1. Inquiries: ext. 2241.
- 10-OCT.2: PLAY — "What the Butler Saw," one of the greatest farces of the decade, by Joe Orton. Presented by Alexander Theatre Company. 8 p.m. nightly. Admission: adults \$4.80, students \$2.50. Alexander Theatre.
- 11: SATURDAY CLUB — The Lightning Creek Kid's Band, musical entertainment with lots of audience participation. 2.30 p.m. Admission: adults \$2.50, children \$1.75. Repeated on September 18. Alexander Theatre.
- 11-18 25: PRE-UNIVERSITY FRENCH COURSE — Arranged by Monash Department of French. Also September 18th and 25th. 9 a.m.-5 p.m. Menzies Building. Course fee: \$9. Deadline for applications: September 1. Inquiries: Mrs A. Bozelle, 541 2217; Mrs E. Leong, 541 2212.
- 12: CONCERT — Horn Trio. Paul McDermott (violin), Graeme Evans (horn), Margaret Schofield (piano). Works by Brahms, Pizzetti, Don Banks. 2.30 p.m. R.B.H. Admission free.
- 13: LUNCHTIME CONCERT — Ensemble 1. Artists-in-Residence, the Victorian College of the Arts. Works by Duvernoy, Schmitt. RBH 1.15 p.m. Admission free.
- 13: CONCERT — ABC Gold Series. The Melbourne Symphony Orchestra. Conductor Hiroyuki Iwaki. Works by Keith Humble, Bliss, Mozart, Hindemith. 8 p.m. RBH. Admission: A. Res. \$5.10, B. Res. \$3.80, C. Res. \$2.60.
- 14: LUNCHTIME CONCERT — Torus Experimental Jazz Quartet. 1.15 p.m. RBH. Admission free.
- CONCERT — Piano recital by Leslie Howard. Works by Beethoven, Liszt, Prokofiev. 8.15 p.m. RBH Admission: adults \$3; students \$1.50; pensioners free.
- 16: SEMINAR — "Insights into the Handicapped", presented by Monash Interperson Club. Conference Room, Union, 8 p.m. Admission free. Inquiries: Geoff Thomas, 25 7674 (A.H.).
- 16: SEMINAR — "Thoughts on the Revolution in Cambodia," by David Chandler, Monash Department of History. Presented by Monash Centre of Southeast Asian Studies. 2.30 p.m. Room 515, Menzies Building. Admission free. Inquiries: ext. 2197.
- 16: PADDY'S MARKET — ARRANGED BY Monash University Parents Group. 9.30 a.m. Union Building. Offers of goods (especially books): 97 3532, 99 2574.
- 16: CONCERT — Bulgarian Quartet presented by Musica Viva. Works by Haydn, Bartok, Schubert. 8.15 p.m. RBH Admission: A. Res. \$5; B. Res. \$4; students \$2.
- 17: CONCERT — "Suaana" presented by Monash Malaysian Students Union. 8.15 p.m. RBH Admission: adults \$2, students \$1. Repeated on September 18.
- 17: FILM — "Nathan Der Weise" (G), presented by Monash Department of German. 8 p.m. Lecture Theatre H2. Admission free. Inquiries: ext. 2241.
- 20: LUNCHTIME CONCERT — Students' chamber ensembles play classical and contemporary works. 1.15 p.m. RBH. Admission free.
- 21: LUNCHTIME CONCERT — Tony Gould Jazz Trio. 1.15 p.m. RBH. Admission free.
- 21: LECTURE — "Transcendental Meditation Technique," by Ross Curtis. 1.10 p.m. Lecture Theatre R7. Admission free.
- 23: SEMINAR — "Philippine Revolutionary Traditions," by Dennis Shoemith, Flinders University. Presented by Monash Centre of Southeast Asian Studies. 2.30 p.m. Room 515, Menzies Building. Admission free. Inquiries: ext. 2197.
- 27: LUNCHTIME CONCERT — Guitar recital by Jochen Schubert. Works by Manuel Ponce and Heinrich Marschner. 1.15 p.m. RBH Admission free.
- 28: LUNCHTIME CONCERT — Frank Traynor's Jazz Preachers. 1.15 p.m. RBH Admission free.
- 30: FILM — "Ich War 19" (NRC), presented by Monash Department of German. 7 p.m. Union Theatre. Admission: \$1. Inquiries: ext. 2241.

The next issue of Monash Reporter will be published on October 5. Copy deadline is September 23. Letters and contributions from staff and students should be forwarded to the editor, Information Office, ground floor, University Offices (ext. 3087, 2087).