

MONASH REPORTER

A MAGAZINE FOR THE UNIVERSITY



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This special issue of *Monash Reporter* — one of the university's campus newspapers — is being delivered to more than 55,000 households in our immediate vicinity. Its aim is to dispel some of the 'ivory tower' mythology surrounding universities and to show something of the relevance and rich diversity of life and work on a modern tertiary campus. Another community issue will be coming your way in August — coinciding with Monash's Open Day on Sunday 7 August.



• Many international performers bring their shows to the Alexander Theatre. The most recent was the acclaimed American puppet artist, Eric Bass, with a brief season of his *Autumn Portraits*. Mr Bass and his music hall puppet, O'Neill, are pictured meeting Caroline Piesse, Assistant to the Warden of the Union. (More information about the 'Alex', the Union, and other university venues can be found on page 2.) Photo — Richard Crompton.

COMMUNITY ISSUE

Green Paper gets 'broad support' — with reservations

The government's Green Paper on Higher Education is to receive broad support from Monash University, according to the university's draft response, which has been provisionally approved by Council.

The draft endorses the Green Paper's two major objectives: the expansion of the higher education system and the desire to improve access for under-represented groups, such as women, Aborigines and mature-age students.

However, some reservations were expressed in the report of the sub-committee headed by the Deputy Chancellor, Emeritus Professor Joe Isaac.

Although elements of the Green Paper accord with the university's goals as outlined in the Monash strategic plan*, there is some worry that the stated function of education — "to increase individuals' capacity to learn, to provide them with a framework with which to analyse problems and to increase their capacity to deal with new information" — is not sufficiently supported by the paper's proposals.

Declining funds

Of most concern is the assumption that Commonwealth funding for higher education will decline as a percentage of Gross Domestic Product over the next decade. Monash believes that additional funding is essential if the Green Paper's stated objectives are to be realised.

While it supports the recommended system of block grant funding, it does not agree that this modified system would release additional resources.

Under the Green Paper's proposals, the financial difficulties experienced by universities in recent years would only be exacerbated, says the draft. The resultant threat to existing standards is inconsistent with the paper's objectives

because a higher level of funding is required to maintain and improve access to higher education.

The university has welcomed the paper's declared aim to increase salary flexibility for staff through the payment of special allowances. However, the scheme's application would be restricted without additional funding.

Neglect

Similar doubts are raised over other issues contained in the paper.

While recognising the premium placed on 'broadly skilled staff', the paper appears to neglect the important role of education in the humanities and social sciences. In line with the current preference of employers, Monash has already taken initiatives to broaden educational development by providing for double degrees across faculties, as, for example, with Science/Engineering and Arts/Economics degrees.

Despite figures quoted in the Green Paper, the draft points out that far from lagging behind other developed countries in enrolments in science and technology courses, Australia leads both Sweden and the United States. (In the US, science/technology enrolments in 1982 were 20.7 per cent of all enrolments, in Sweden, 21.4 per cent, and in Australia 25.6 per cent.)

Another problem in this field is that the Green Paper adopts a 'supply only' approach to the planning of education. The government expects the provision of more places to naturally lead to an increase in enrolments, says the draft.

This seems an unlikely outcome, for science and engineering courses require particular prerequisites and in the past have not been shown to be a high demand area in terms of student preferences.

The draft also questions whether the pool of students who are adequately prepared for higher education is sufficient to meet the targets the Green Paper has set for Australian tertiary education. In order to meet these targets, the draft maintains it will be necessary to tap those groups which are under-represented in universities and colleges.

Realignment

In its paper, the government emphasises the need for a realignment of research resources, both towards a different set of objectives and involving a different set of people.

But while it might appear efficient to establish 'research specialist' and 'teaching specialist' groups within institutions, such an arrangement overlooks the important role that research

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Light on pre-prandial punch-ups

The statistics and sayings of Associate Professor Maurice Balson of the Faculty of Education would probably scare most parents from their marital beds and teachers from their classrooms.

Consider some of the statements Dr Balson made last month during an introductory lecture to *Becoming Better Parents and Teachers*, a six-week evening course at Monash open to all members of the public.

Said Dr Balson: "Seventy-five per cent of families fight before breakfast"; "the curse of the earth is a good parent"; "praise is the enemy of children" and "you can't overpower a power-drunk child".

And for teachers: "In 1987, over 200 teachers had been on sick-leave for over a year due to classroom stress", and "teaching is 80 per cent student control and 20 per cent teaching".

Clearly, said Dr Balson to the packed

audience at the Alexander Theatre, it is difficult being a parent and teacher today.



• Associate Professor Maurice Balson

Discipline is the major problem, he said. As the social system has shifted from autocratic to democratic, people's values have changed.

Responsibility for a child's behavior has moved from the individual to parents and teachers. The result is strained marriages and a generation of ill-disciplined children.

The course, conducted by the Monash Parent-Teacher Education Centre, is designed to improve relationships within families and the classroom and will be in the form of lectures, small workshops and discussion groups.

The first half-year course starts on May 4 and the second on August 31.

Lectures will be held on Wednesday evenings at the Faculty of Education building between 7.30 and 10. Cost is \$25 per person.

For further information, contact Anne Hubbard of the Monash Parent-Teacher Education Centre on 565 2889.

What it's all about...

Monash University is an autonomous institution funded by the Federal Government. Its supreme governing body is the Council which is widely representative of groups outside and within, including students, staff and graduates, professional, commercial and industrial interests, and Members of Parliament.

It now has a population of 14,003 students (or some 12,001 'Equivalent Full-Time Students') and 3043 full-time staff. That makes it Australia's fifth largest university.

The university's chief executive officer is the Vice-Chancellor, Professor Mal Logan. The Deputy Vice-Chancellor is Professor Ian Polmear. The Chancellor is Sir George Lush, formerly a Supreme Court judge.

The Union

The Monash University Union is the hub of the campus, with 200 staff providing services for more than 17,000 members of the university community. (The term "union" goes back to early days at Cambridge and Oxford when groups of students united to form debating clubs or unions.)

The Union Building houses a variety of services and businesses including a credit union, banks, bookshops, pharmacy, post office, men's and women's hairdressing, dry cleaning and repair agencies, health food shop, specialised grocery and record shop. It is also the most important centre for food outlets.

The associated Arts and Crafts Centre offers courses throughout the year to the university community and the general public. The Union also hosts the Friday market which has long been a tradition at Monash.

Sports and Rec

Each year, about 19,000 university or affiliated members use the Sport and Recreation Association's facilities which are spread over 12.2 hectares of the campus. They offer more than 50 indoor and outdoor sports.

Indoor facilities include a heated 25-metre pool, adjoining leisure pool,

saunas, spa, fitness weight training and aerobics areas, squash courts, recreation hall, games hall, small gymnasium, table tennis room and sporting goods store.

The playing fields are used for a wide range of outdoor sports including tennis, cricket, Australian Rules football, soccer, hockey, Rugby Union, baseball, athletics, golf and jogging.

More than 7000 people from off campus enjoy the facilities each year, and local schools are made particularly welcome.

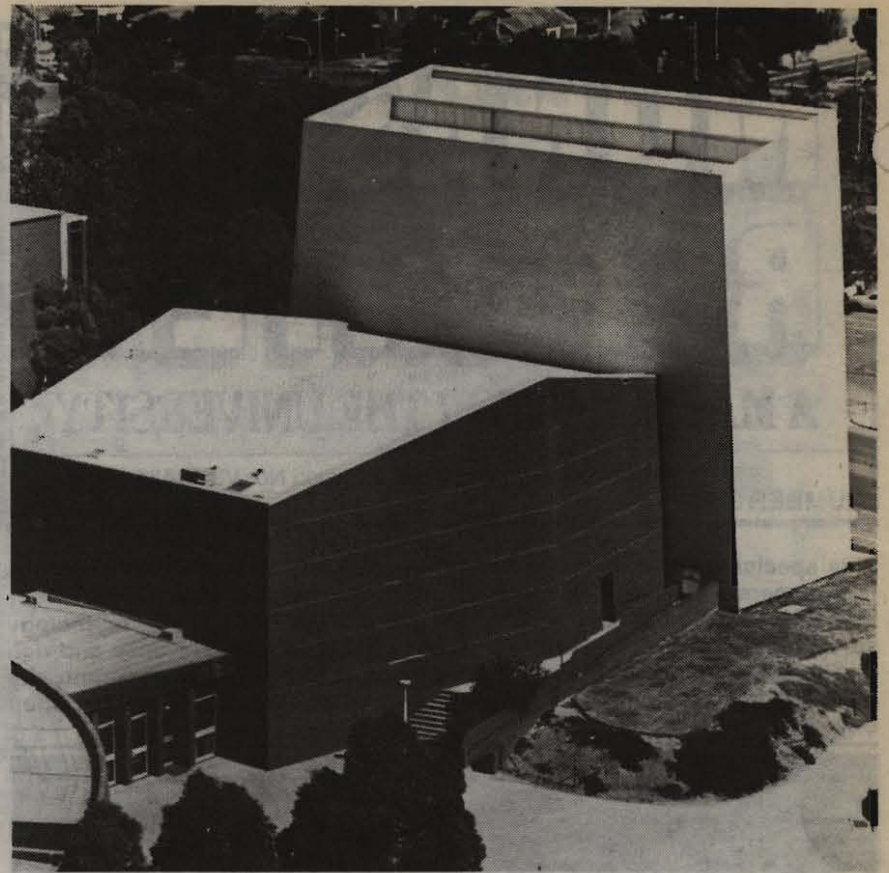
The sporting complex is open from 7.30am to 11pm every day of the year excepting Christmas Day, Boxing Day and Good Friday.

Catering

The University caters daily for up to 18,000 people from more than 40 ethnic backgrounds with a range of foods from Aussie pies to Chinese, Mexican and vegetarian — and continental breakfasts thrown in for good measure.

The largest food service, Union Catering, began in 1961 and now has 10 outlets in the Union Building and elsewhere on campus. Independent food outlets in the Union Building are the Wholefoods Restaurant and the Monash Health Food Shop.

Independent operations farther afield are the Monash University Club (for



members and their guests), Altis Grove Coffee Lounge (Sports and Recreation Centre) the Refreshments Bar and the Arthur Brown Bar (Alexander Theatre).

Functions can be organised and catered for by Union Catering, the Wholefoods Restaurant, the Monash University Club, Altis Grove Coffee Lounge and the Halls of Residence.

The Alex

The Alex is one of Australia's best-equipped out-of-town theatres. Opened in 1967 and named after the Australian philosopher, Samuel Alexander, it plays

an important part in Melbourne's cultural life.

Available to university and community groups, and with seating for just over 500 people, it combines comfort with intimacy and versatility. Seasons of student and community productions are interspersed with professional productions either mounted by the theatre or presented in association with other entrepreneurs.

Patrons now enjoy an additional service, the licensed Arthur Brown Bar, which adds to the atmosphere.

Over many years, the Alexander Theatre has made a special effort to foster the interest of children in the performing arts through its long-running and comprehensive Saturday Club series, and its holiday pantomimes.



In 1960, at the urging of the late Professor Jock Marshall, Monash adopted a policy of planting native trees and shrubs. One of the main aims was to encourage native birds to nest on the campus.

There are now more than 1200 different species of indigenous plants giving the campus a distinctive Australian appearance. It is the university's aim to have as large a collection of native plants as possible under the climatic and geographical conditions.

Latest figures show that 111 species of native birds have been recorded on campus

and about 35 species have been found nesting.

An area of about 3.6 hectares in the north-east corner of the 100 ha campus was set aside and enclosed for the study of Australian fauna. A lake was created in this area, once known as "Snake Gully" but now the Jock Marshall Reserve, to attract large numbers of water birds.

Last year the Dandenong Valley Authority established an ornamental lake between the Jock Marshall Reserve and the north-east roundabout, to act as a flood-retarding basin. The 150 metre by 60 metre lake has a permanent water level of around 150 cm.

Japan's naval gaze turns outward

The political outlook of Japan's ruling party has undergone a profound shift with important consequences both for Japan and Australia, a visiting Japanese political scientist says.

Professor Michiohi Takabatake from Rikkyo University in Tokyo says the National Democratic Party (NDP) has abandoned its traditional rural supporters for the urban middle class. One significant outcome of this has been a start to freeing up Japan's agricultural markets.

The change also has involved a growing commitment to defence, and a refocusing from domestic development to a policy of "internationalisation", he says.

"This new international emphasis of Japanese politics applies to everything from economic policy to education, and comes directly from the Government. Their interpretation includes increasing the strength of the defence forces to play an active part with their Western allies against Soviet Russia. It also means finding some way of increasing imports to correct Japan's vast trade imbalance."

Professor Takabatake is spending a year at the Japanese Studies Centre on the Monash University campus. His visit is supported by the Japan Foundation.

During his time here, he will teach a course in the Japanese Business Communication program, write several magazine articles in Japanese on life in Australia and a book in English on contemporary Japanese politics.

The book will be edited by La Trobe University Dean of Social Sciences, Professor Sugimoto, and will become part of a highly regarded series on modern Japan published in English by Kegan Paul International in London. The series already has been awarded a prize by the Japan Society of Translators.

"It is my honor to be selected to write in this series and to give a year to this task."

Alumni group for Japanese

With the department of Japanese at Monash now 21 years old, there are plans to form an alumni (OB) group.

Professor Jiri Neustupny came to Monash in 1966 to set up the department and, together with one Japanese tutor, started to teach Japanese in 1967.

Professor Neustupny, who is still chairman of the department, can look back upon a period of considerable growth, proud of the fact that Monash, without doubt, occupies a central position among Japanese departments in Australia.

In 1988 the department has a full-time teaching staff of 14 plus additional casual staff; students number 385 in the language stream alone, and another 133 in Japanese Studies. We are also expanding our postgraduate studies, having recently introduced Diploma and MA by coursework programs in Japanese Business Communication and Applied Japanese Linguistics.

A gathering in the form of a cocktail party of staff and former graduates of the department will be held at Monash's new city premises, 41-43 Exhibition St, Melbourne, on Friday, 17 June, from 5.30 to 7pm.

All past graduates of the department are invited to contact Helen Marriott (565 2272) or Robyn Spence-Brown (565 2278) to register their interest in the alumni association and to obtain a booking slip for 17 June.

But Professor Takabatake also is curious to find out why Japanese studies in Australia, and particularly Victoria, is so active. He says the traditional centres of English language Japanese studies have been the United States and England.

"In the US many people are interested in Japanese studies, but they seem mainly to be concerned with clarifying the reasons for Japan's success. In England they do traditional historical research of Japan."

"In Victoria scholars have concentrated on contemporary Japan, but not only to praise its success, and this attitude is unrepresented elsewhere. I would like to learn the reason why this critical attitude developed here. I'm very interested in it."

Professor Takabatake says the shift in the Japanese political structure was initiated during the time of former Prime Minister Nakasone, whose five-year term as leader was the second longest in modern Japan (about 100 years). Despite his slender power base, and the lack of personal popularity of his successor, present Prime Minister Takeshita, support for the NDP has remained strikingly high.

"Under Nakasone, Japan entered a new era. It is now a big economic power, and has attained a living standard no less than the West and must share international responsibilities."

"The conservatives worry about the strength of the West. They see the US presence in the Pacific becoming less and less. Last year the defence spending increased to more than one per cent of the budget and, because of the strength of the yen, this means that Japan now has the second largest defence force of the Western alliance."

"Japanese industry is still gaining a vast amount of money, leading to a massive trade imbalance. The Government had to find some way of increasing imports and decreasing exports, so decided to free up trade, even for agricultural products, thus abandoning the farmers for the capitalists and consumers."

"But for the first time the Government gained the majority vote in the Tokyo-Osaka urban area. The middle classes are enjoying urban life with the rise of the yen and cheap imported goods."

Professor Takabatake said that Japanese youth had a very high opinion of Australia — it is surpassed only by the US and Switzerland in popularity as a potential tourist destination.

He said they looked at it as a substitute for the West Coast of the United States, but much less dangerous. Another reason is that Australia's new multiculturalism has been well and widely reported, that there is much less prejudice against Asian people than there used to be.

The Japanese Studies Centre Inc. exists to promote Japanese Studies in Victoria. It is an independent institution whose members come from many universities and colleges throughout the state. It conducts seminars, lectures and classes both for scholars and the general public.

Monash University has a student exchange program with Rikkyo University. For details contact the Academic Services Officer on ext. 2061.



● Professor Takabatake. Photo — Tony Miller.

For he's a jolly good fellow

Mr Bruce Knox, senior lecturer in History, says his recent election as a Fellow of the Royal Historical Society reflects the high standing of the Monash History department.

"British history has long been one of the staples of the department, with an international reputation established by two former professors of history, A.G.L. Shaw and Alan McBriar," he says.

"Yet enrolments in British history courses have slipped in recent years, and under the Dawkins' Green Paper proposals such a subject might be ignored in

the 'profile' that the university is required to construct."

A specialist in 19th century British Empire and British history, Mr Knox was invited by the president of the society to apply for election.

"British history has a particular importance for humane understanding of Australia," he says.

"But the 'national needs' envisaged by Mr Dawkins does not bode well for even mainstream and long-established subjects that have fallen foul of fashion."



● Professor Mohamad Taib Osman, centre, professor of Malay Studies at the University of Malaya in Kuala Lumpur, pictured at Monash with the Dean of Arts, Professor John Hay, left, and lecturer in Malay, Mr Harry Aveling. Professor Osman, who has a special interest in Malay folklore and literature, was visiting Monash during his sabbatical leave.

Still some way to go

Your article on women professional appointments was timely, particularly the aspect concerning commonly held misapprehensions about the promotion of women academics.

Your readers may care to know that Felicity Allen whose work you report fulfilled the requirements for the award of a PhD at the end of February and is thus no longer a candidate. They may also be interested to learn that the extraordinary incident concerning toilet arrangements did not occur at the University of Melbourne and, in fact, took place rather a long time ago, in another state.

Personally, I would like to question the use of the words "not welcome" to

describe women professors unless they were intended in their broadest sense of being not really noticed. Women and men in academic life normally maintain good social relationships even though the work of brilliant women tends to receive somewhat less instant recognition.

Monash does indeed have about as many women professors as Queensland and Sydney Universities, but the numbers fluctuate and this year Queensland has a female Dean.

On the other hand, six out of 91 is not something that I feel especially proud about. As Ms Allen's work has demonstrated, the proportion of women taking out doctorates in Australia increased by nearly nine per cent in the decade 1972-82 but the proportion of women professors increased by only .8 per cent in that period.

In 1984 at Monash we had 4.5 women professors, now we have 6. At the other end of the academic spectrum, our income as academics is derived from students who are nearly 50 per cent women. We have some way to go.

Shirley Sampson (Dr)
Education

Easy excuses?

Your report in the April issue of *Monash Reporter* of the research by Ms Felicity Allen in the Faculty of Education raises matters of concern because her findings can only be justified on assumptions which have unfortunate connotations.

If Ms Allen is arguing that improper appointments were made, the conclusion could be justified only if she had had access to the referees' reports of all applicants for any appointment — and possibly to a report of the committees' proceedings.

If she had such access, the university has been guilty of breach of confidence. Even the names of unsuccessful applicants should be regarded as confidential.

If she did not have such access, her findings are valueless, and should not be considered as the basis of an analysis submitted for a higher degree.

The "knockbacks" reported are based on gossip and are quite unsampled. I have been told, during my career, plenty of unjustified excuses by unsuccessful male applicants for positions and for funds who therefore felt discouraged.

Excuses are easy to find by people who dislike the real reason — 'not good enough'.

A.G.L. Shaw (Emeritus Professor)
South Yarra

Allergic response

'Kuhse's new perspective on life-death dilemma' said the headline (*Monash Reporter*, March 1988).

Yet, familiarising oneself with the Kuhse perspective, there's nothing 'new' to find. She offers only the very old idea that life is to be attributed value/sanctity only when it is convenient, comfortable, self-aware and/or useful.

This assessment of human worth has cropped up repeatedly in past history, including some of the nastier segments of our history.

What Dr Kuhse and those who share her views reveal is an unwillingness to acknowledge that our life may have purpose or meaning independent of their decision to confer or not confer it.

If only they could free themselves of their 'allergic' response against belief in God — the Prime Mover, the final Cause . . . whose existence can hardly be contingent on whether we believe in him or understand him.

Life given by such a Creator has worth because it is his gift — a worth to which we can neither add nor subtract.

Arnold Jago (Dr)
Mildura



The role of non-teaching staff in the university

As this issue of the *Monash Reporter* is to be distributed within the community surrounding Monash, I felt it an ideal opportunity to explain briefly the role of those staff in universities who do not teach.

In contrast to the secondary school system where the majority of staff numbers are teachers, we have a majority of support staff — often called non-academic but preferably general staff.

There are several reasons for the relatively large number of general staff in universities:

- Universities are autonomous bodies, established under State Government acts, and need to be self-contained.
- The functions and scale of a university are generally both broader and larger than other educational establishments.
- Academics (university teachers) spend a proportion of their time carrying out research, in addition and often complementary to the teaching function and this requires a varying level of support from a wide range of people.

We, the general staff, not only carry out administrative functions, but between artists and zoological technicians include cleaners, reporters and solicitors.

Take, for example, a laboratory-based faculty where the general staff are those people who ensure that materials are always ready for both lectures and practical classes. This could include secretaries, clerical, technical and library staff and many others who may not necessarily be seen by the majority of students whilst they are undergraduates.

At the postgraduate level, where students are studying for higher degrees in their chosen discipline, more contact is made with the general staff who, it is not widely appreciated, both support and often participate in much of the research that is carried out in universities.

Unfortunately, there are times when the role the general staff play in a significant finding, for example in engineering or medicine, may be either overlooked or even de-emphasised. Whilst the academic members of universities are, in the main, the thinkers and the teachers, turning their ideas into a new measuring device, drug or whatever, often requires the skills and experience of a professional or technical general staff member with help from colleagues in a mechanical or electronics workshop.

Further, the co-operation, support and interaction between library staff, typists, administrative officers, maintenance staff, telephonists and others with the academic staff and students is vital in achieving the desired goal.

Whilst I have not been specific to Monash on this occasion, I intend to do so in the next community issue of the *Monash Reporter*. Any questions or comments would be most welcome as it is time that the role of the university within the community was openly discussed.

Doug Rash
Chemistry

(Doug Rash is president of the Monash University General Staff Association.)

Things to do . . .

Interested in learning more about foot massage or french polishing? Or maybe you have an urge to play a musical instrument or paint a landscape?

The 1988 Autumn-Winter Program at the Monash University Arts and Crafts Centre offers students and non-students instruction in an exciting range of special interests. Categories include ceramics, culinary arts, dance/games/theatre, home decor, music, painting/drawing, personal well-being, photography, study skills and textiles.

For a moderate fee, you can become proficient in any of a number of pastimes and professions — from lead-lighting to hand rugmaking to picture framing and juggling.

Day and evening courses are conducted at the centre located on campus. Discounts are available to Monash fee-paying students and staff. To obtain a copy of the program, contact the Arts and Crafts Centre on 565 3180 or drop in and pick one up.



• Pictured at a recent Information Day on career opportunities for graduates in the armed services were, from left, Captain Greg Birch (Army), Lieutenant Yvette Price (Navy), Monash careers counsellor Rosemary Gall, and Squadron Leader John Shumack (Air Force). Photo — Tony Miller.

'Secret of redemption lies in remembering'

Robert Morris — *Recent Paintings* is now on show at the Monash University Gallery. This harrowing exhibition of works based on images from concentration camps was brought to Australia for the Adelaide Festival of Arts. It was opened at the Monash University Gallery by Professor Louis Waller, Sir Leo Cussen Chair of Law at Monash, chairman of the Standing Review and Advisory Committee on Infertility and part-time Law Reform Commissioner. Professor Waller is very enthusiastic about the exhibition for humanitarian and personal reasons.

This exhibition of Robert Morris's recent works of art — to call them "paintings" is to risk an accusation of misdescription — which I'm privileged to open is of five pieces — each of which has as its core an image taken from a photograph.

The photographs are in Yad Vashem, in Jerusalem.

Yad va Shem — a hand and a name, together meaning a memorial to point to us who come, and to name for us who see, the women, the men, and the children who perished in the fires the Nazis lit between 1933 and 1945, and which burned most fiercely in Poland, the Ukraine and Byelorussia the heartlands of European Jewry before what we call today the Holocaust destroyed it.

Robert Morris was 14 when the war against Hitler ended. I was a few years younger. When I looked at his works recently, for the first time, I wondered whether he, in mid-western America, where "the corn is as high as an elephant's eye", thousands of kilometres from Auschwitz, from Majdanek, from Treblinka, saw the same newsreels I saw, six months after the war ended.

For the images in his works are like unto the images I saw in those films — rows of corpses, with bodies resembling the figures we made at school from pipe-cleaners, piles of bodies, jumbled in death — human beings brought to the altar of the Moloch of our century, and fed like billets into his incinerators, to lay a carpet of ash over the fields and forests which lay, which lie, around the death camps.

Whether or no, he has come to these photographs, to those images, and brought his talent to them. Around the images Morris has moulded, with a craft and an elegance almost demonic a frame of limbs — the feet are the most emphatic — human and mechanical. There are cog-wheels and levers, and a channel which may be a limb, a branch from a tree neatly laid which might have been replicated in an execution chamber, to carry away swiftly and silently the blood of those shot, or stabbed, or strangled there.

What is the artist's purpose? It is not to entertain our gentler senses, to excite, to amuse. What then?

Each of you will experience an individual reaction. I shall speak of mine. It is to keep a memory of who they were and what they did, and who they were and what was done to them, alive when the actors and witnesses are gone.

In his earlier series, entitled *Jornada del Muerto* — Journey of Death, he makes his audience look at and reflect on the creation, development and use of the atomic bomb — on our final mastery of the "superb physics", as Enrico Fermi termed it, the liberation of this planet's essential energy — and what we did with that knowledge.

So here he reminded me, again, of how organisational skills, industrial engineering techniques, and chemical science were all employed, in the destruction of the Jews of Europe.

If I speak of the Jews of Europe only, it is not because I do not know, or have forgotten, that there were millions of

people who were not Jews who perished at the hands of Hitler and his venomous followers.

There were Europe's gypsies, there

were the Poles, the Russians, the French, the Greeks, the Yugoslavs — all the subjugated. There were the Germans — where it began.

It is because I began my life in Siedlce, in Poland, because I am a Jew, because in Treblinka — once a holiday resort, my mother's and my father's brothers and sisters, nieces and nephews were murdered.

Morris says to me — do not forget what happened in Europe in the middle of the 20th century — not at the hands

of those who were uncivilised barbarians, but at the hands of those who mastered space — had conquered worlds.

Morris calls out to me — how do we master time? How do we? By remembering. It was a wise, a gentle, a prescient rabbi who said:

Our exile is prolonged through forgetfulness: in remembering is the secret of the redemption.

He spoke, I think, in terms which Morris may not utter — but the message is the same, and it is addressed to us all.

This exhibition begins on a day which brings the past and the present into an unbroken unity.

Today, 19 April 1988 is the precise anniversary of the day, 45 years ago, when the Jews of Poland's capital began what has become known as the Battle of the Warsaw Ghetto — their first real armed resistance to the Nazis who sought to sweep the remnants of that once great community into the rail-wagons whose destination was death.

Today, 19 April 1988, is the day we heard that the judges of Israel had pronounced the guilt of the man called "Ivan the Terrible", who was a guard in the Treblinka death-camp, who herded women and men, boys and girls to the gas chambers in Treblinka.

I am privileged to open this exhibition.

— Louis Waller



Few contemporary artists bite off more than Robert Morris. His untitled works, some as large as 10 feet tall and 20 feet wide, mix painting, sculpture and architecture. They are loaded with images blurring the line between creation and destruction, sexuality and death. They are in some way about the profusion of conflicting responses and perspectives that the artist clearly believes has become explosive as a century and millennium come to an end.

— *The New York Times*, 15 January 1988



● Professor Louis Waller (right) with Emeritus Professor John Legge at the opening of the Robert Morris exhibition.

The Monash University Gallery is located on the ground floor of the Gallery Building on the southern Ring Road, between the Alexander Theatre and the Law School. It presents a year-round schedule of exhibitions containing more outside works, and some from the university's own collection which has a strong contemporary and Australian character.

The gallery is open to the public from 10am to 5pm Tuesday-Friday and from 1-5pm on Saturday. *Robert Morris — Recent Paintings* will close on Saturday 14 May.

Professor Margaret Plant of the Visual Arts department will give a free public lecture on *Robert Morris and his Apocalypse* at 6pm on Tuesday 10 May in the Gallery Theatre, ground floor, Gallery Building.

Setting out for 21st century at Lincoln Cathedral

'Australia Towards 2000' will be the subject of an international conference to be held later this year in England's historic Lincoln Cathedral.

Distinguished scholars, politicians, journalists and artists from Australia, the United Kingdom, USA and France have been invited to take part in the three-day conference organised by the British Australian Studies Association.

Among the themes to be examined are 'The Economy Towards 2000', 'The Future of Australian Federalism', 'Images of Australia' and 'Australian Women's Culture'. Speakers will include Sir Zelman Cowen, Professor Geoffrey Bolton, Mr John Pilger, Ms Jenny Hocking and Dr Ross Fitzgerald.

Starting on 30 June and ending on 2 July, the conference has been timed to coincide with the Australian academic mid-year vacation. Any inquiries should be addressed to The BASA Conference Secretary, Edward King House, The Old Palace, Lincoln, LN2 1PU, United Kingdom. Telephone (05022) 44 544.

We need vigilance to survive

Like many people in the tertiary sector, Emeritus Professor John Legge, former Dean of Arts, is very concerned about some aspects of the Dawkins Green Paper on education. In the following article he has put together his *Reflections on the Dawkins Era*.

Few would deny that universities should be called to account from time to time and asked to consider their goals and their strategies for reaching them.

There will always be entrenched interests which will want to resist any external stocktaking, but the principle of occasional review is surely irresistible.

And, since Australian universities run for the most part on public funds, it is not unreasonable that the call for a clearer statement of priorities should be made by the responsible Minister.

John Dawkins' Ministerial Statement of 22 September 1987, and the subsequent Green Paper, *Higher Education: a policy discussion paper*, show him as determined to be a new broom.

That said, the way in which the new era has been announced gives ground for misgiving. The September Statement foreshadowed immediate and long term changes in the government's handling of higher education. The former included the dismantling of the CTEC and ARGC, their replacement by a statutory Board of Employment, Education and Training and a new Australian Research Council, and the shifting of responsibility for funding the institutions of higher education to the Department of Employment, Education and Training.

Compete

The latter involved the process of consultation about future policy which was launched by the Green Paper. A central proposal for the paper, and one that has given rise to considerable alarm, is that research funds will be distributed in the future on the basis of agreed profiles of universities and colleges. (The difference in research role that has been maintained between the two sectors in the past is, of course, to disappear.)

The government will fund on "output and performance" and will favor certain institutions — those "willing to adopt those principles and practices considered to be for the general community good".

The profiles on which that favor will be based will identify the teaching and research strength of each institution and the areas each wishes to build on for the future.

The institutions, that is to say, will compete on the basis of their profiles and the result, as the paper says quite frankly, will be a redistribution of research funds. A consequence of this selective approach is that institutions will no longer be funded for research across all their activities.

There are signs that the universities are preparing to respond positively to the minister's initiatives, recognizing the need for accountability, for responsible judgment of priorities and for long term planning, and hoping that these things can be achieved without sacrificing their commitment to independent inquiry or eroding their traditional values. Indeed many would see such an accommodation as the only way to preserve their autonomy. Nevertheless anxieties remain.

Ministers are not necessarily the best judges of the situation needing to be reviewed, or even of the goals that ought to be set, and it is not surprising that a confident and activist minister should be viewed with alarm.

Following from that is a natural concern about the procedures by which the

minister will be advised and by which future decisions will be made. The reference to institutions "willing to adopt these principles and practices considered to be for the general community good" is especially alarming. Considered by whom? By the minister? By his departmental advisers?

The Green Paper is almost arrogantly confident in its assertion that the government "has correctly identified the broad directions of change required in our higher education system". Who is to say that it has?

Over the last 30 years a consultative and advisory machinery has existed which, in its various forms, from Universities Commission to CTEC, did command the confidence of the universities.

Vice-Chancellors may have found themselves locked in combat from time to time with a Leslie Martin, a Lennox Hewitt or a Peter Karmel, but at least they were reassured by the presence in the system of a substantial number of academic members, and they felt that those whose job it was to compare and to judge universities, and to make recommendations to government, at least shared a view as to what a university is.

Similarly, in the case of the ARGCS, academic participation and the practice of peer review inspired confidence even when funding cuts appeared to threaten the total research enterprise.

The speed with which the CTEC and the ARGC have been abolished without any very clear indication of what is to succeed them is, in itself, a matter for concern.

The one thing that is clear is that the minister (and presumably the ministry) is to play a more direct role in the future. Can a similar confidence really be developed in the future between the universities on the one hand and successive ministers and their civil service advisers on the other, as once existed between universities and the CTEC?

Alarm

Finally there is a danger that the rhetoric in which the minister's call for a review is couched will prejudice issues and outcomes. The thrust of his statement is clear. It speaks of the need of the economy for technical knowledge and labor force skills, of the need for technological innovation and, more generally, of the need for "skills which directly contribute to the productive capacity of our economy" and for the innovation and technical development to enable industry "to achieve and maintain greater international competitiveness".

The country's educational and training system is to play "a central role in responding to the major economic challenges" which confront us. This means securing graduates in what are called "key disciplines". The thrust of this rhetoric is further developed in the Green Paper. The vocabulary of both documents is the vocabulary of economic goals, priorities ("priority national objectives", "national objectives and priorities"), strategies ("strategic directions with defined objectives in mind"), mission orientation, relevance, "specified outputs and measurement of results", targets, effectiveness and efficiency.

They may all seem worthy goals, no doubt — nobody, after all, wants to be irrelevant, ineffective and inefficient — but they are set out at such a level of generality that one may well wonder whether they really provide genuine guidelines for planning. And economic goals cannot be pursued with such apparent single-mindedness without destroying the essence of university inquiry.

Large issues are involved in all of this. One of them — the relationship between fundamental research and mission-oriented research — has long been a subject of discussion and the elements of the argument are clear enough: the impossibility of knowing in advance the practical outcomes of basic research and the need for investigators to pursue their inquiries and to define their priorities according to the demands of the discipline and without the pressure of having to deliver a practical application.

Might not an emphasis on the achievement of specified outputs and measurement of results in fact impede effectiveness and efficiency and prove in the end to be counter-productive?

Speed

At a different level are questions relating to the traditional autonomy of universities and the importance of that autonomy in maintaining an environment of academic freedom, debate and exchange. Can these values be preserved if ministerial control becomes direct and intrusive?

These considerations touch all levels of research activity. Of more particular concern is the likely impact of new policies on research in the humanities and the social sciences.

Some areas may find it comparatively easy to justify themselves in terms of the kinds of goals set out by the minister. Economics, sociology, public administration are concerned in differing degrees with policy and may therefore be seen as useful, or as able to contribute to the economic goals so heavily emphasised in the Ministerial Statement, though even in these fields there is likely to be a concern about freedom of inquiry rather than usefulness of outcome.

But what of the study of Roman coins or of classical China or Renaissance art? These are inquiries which ought to be carried on in a civilised and cultivated society.

Researchers in these fields have sometimes been happy enough for their studies to be seen as "useless", but where usefulness and applicability becomes the basis for the distribution of funds it is another matter.

The Dawkins Statement, to be sure, does refer to the importance of the humanities and the social sciences, if somewhat as an afterthought: "We must also recognise the crucial contribution made by our economists, historians, philosophers and others in the humanities as Australian society works its way through the complex range of issues arising from the shift in our national economic circumstances." And again, "An increased priority for technological studies in higher education will need to be accommodated within an expanding system which protects the important place of the arts, humanities and social sciences. The government recognises the essential contribution made by these disciplines to the quality of our skill base and culture, and will not relinquish its commitment of their support."

Assuming that these are not just token expressions — and that is a fairly large assumption — it becomes important to consider what kind of justification could possibly be offered, within the Dawkins framework of priorities, in support of a bid for funds for most of the humanities projects undertaken in Australian universities.

Don Aitkin, acting chairman of the new Australian Research Council, has been quoted (*The Age*, 6 October 1987) as making reassuring noises and saying that research should be targeted to areas that Australia does well in.

He cites archaeological research and research into pre-history as examples. Research into Asian cultures, history and languages also gets a guernsey.

But, again, one wonders who is going to be making these judgments. Whoever it may be, it is not easy to identify our areas of excellence in advance and with unanimity. What we are currently doing well may not be what we will be doing well in five or 10 years' time.

What we are at present doing indifferently may be precisely what, with new individual contributions, we may be doing spectacularly well in five or 10 years' time.

The field as such cannot be judged in terms of quality, only the actual work that is being done. And the question of who is to be trusted with the task of judging present quality and future potential remains. What is of overwhelming importance is that these inquiries must be defended in their own terms and not in the rhetoric of relevance, economic goals and the rest.

These are the considerations that may lead the universities to be less concerned about the goals of the Green Paper than about the procedures by which they are to be implemented. Who is to make the final judgments about competing plans and about the quality of different profiles.

Doubts

It is at least to be hoped that, both in the provision of general funding advice and in the more specific area of research funding, the principle of peer review will be retained.

There is a further aspect of the question which should be the subject of concern to universities. This is the general relationship that exists between teaching and research at that level.

In both the Ministerial Statement and in the Green Paper there is the implication that, if research is to be competitive, not all will be assisted to engage in it. The nexus between the two is to be broken.

While the good researcher may do some teaching the person who is a good teacher but a mediocre researcher should simply teach. Apart from the possible arrogance of the judgments that would have to be made by some colleagues about others, it is surely simplistic to believe that such judgments can be made easily or that the two activities can be so easily separated.

Research — even perhaps pedestrian research — may well be a crucial element in the good teaching of the good teacher. To remove that opportunity could well destroy the esteem of the individual, and the teaching quality it is intended to foster.

These are only a few of the doubts raised by the Green Paper. The universities will no doubt have to accommodate themselves to the new environment but they will need to exercise vigilance and to mobilise their still very considerable influence if they are to survive in it.

Our bridges hold lessons for others

Professor Hu Chu-nong has played a major part in the development of bridge engineering in China. He is spending time at Monash during a visit to Australia, and will take part in a Centre of Continuing Education course from 23-28 May on the structural integrity of bridges. Professor Hu has already given a series of seminars in the Engineering Faculty.

Visiting Chinese engineer Professor Hu Chu-nong was familiar with our best-known bridges before he came to Australia.

Sydney's Harbor Bridge made a "firm impression" on him from the time he first saw photographs of it. And Melbourne's Westgate Bridge collapse had "taught engineers everywhere a lot".

Professor Hu was invited to Monash by Associate Professor Paul Grundy, of the Department of Civil Engineering, who met him again last September at an international symposium on geomechanics, bridges and structures, held in Lanzhou, China.

Professor Hu said that China had a long history of bridge construction, from the beautiful and famous stone arch Zhaozhou Bridge in Hebei Province (about 200 km south of Beijing) which was built 1370 years ago, to the Hanjiang Bridge at Ankang, in the Shaanxi Province, a modern railway bridge of steel box girder construction.

The history of railway bridges in China was "rather short", as the idea of

the railway was not introduced to China until late in the last century. The majority of China's railway bridges were built after the founding of the People's Republic of China in 1949, Professor Hu said.

Australia wasn't the only country to have had steel box girder bridge problems. Professor Hu said that in 1969-70 there were other bridge disasters in West Germany and Britain.

The Hanjiang Bridge was itself tested by the elements in the summer of 1983 — the year after it was opened. A flood submerged the town of Ankang causing severe damage to the town itself and to the railway including a number of bridges. But the Hanjiang Bridge, the long span slant-legged rigid frame, stood intact.

Professor Hu said the Tong River bridge, built in the 1960s, was China's first trial welded box girder bridge. The Hanjiang Bridge, with a continuous girder 192 metres long without bearing support, is claimed to have the longest span of any railway bridge of the slant-legged rigid frame type.



Professor Hu said that the completion of the Hanjiang Bridge had introduced a higher level of bridge-building technology in China. Bridge engineers and steel structure researchers were planning to build a welded and high-strength bolted superstructure (across the Yangtze River at Jiujiang) with a span of 216 metres.

Professor Hu comes to Monash from the Lanzhou Railway College in China. He went to England from China in 1945 and served an apprenticeship with the engineering firm Dorman Long, getting experience in structural steel work.

After three years doing research at Dundee College (then a part of the St Andrews University) he finished his Ph.D and returned to Dorman Long, and later China. He joined the Lanzhou Railway College at its foundation.

Professor Hu's first Monash lecture included slides of China's stone arch, reinforced concrete and steel truss bridges, with special attention to steel box girder railway bridges. His second lecture covered the measurement of residual stresses in steel bridges.

Below left. The Hanjiang Bridge under construction. Above. The completed bridge.

The Centre for Continuing Education takes the work of the university to a wider community by organising educational and training opportunities for the public. Many faculties, departments and other university groups are involved in the centre's programs which operate outside the normal range of degree and diploma subjects.

They are tailored to the needs of professional people or the general public, and cover a wide range of community interests. In 1985 more than 1500 people took part in short courses, lecture series, conferences, seminars and workshops organised by the centre, which was established in 1973.

Its main office is in the Education Building but most programs are based at Normanby House, across the road from the northern edge of the campus. This building is also the headquarters of the Monash U3A, part of a worldwide network of Universities of the Third Age (involving groups of active retired people who tutor and learn from each other). The centre played an important role in the development of U3As in Melbourne.

System needs solid program of basic research

From page 1

plays in the effectiveness of university teaching. The draft considers such specialisation would only weaken the established links between research and teaching and would distance specialist teachers from the generation of new ideas and approaches.

Within research itself, the Green Paper appears to be looking for more applied research at the expense of basic

research.

According to the Monash draft response, the Swedish experience demonstrates that a system which is too oriented to short-term applied research will quickly run out of exploitable ideas unless it is underpinned by a solid program of basic research.

After Sweden had established a sector-based research funding system (made available to such sectors as

building and energy), it soon became apparent that the applied research being carried out required a relevant basic research program and its concomitant supply of new young researchers with fresh ideas.

In its draft, Monash voices concern about the proposed organisational structure with the concentration of decision-making in Canberra.

The government has indicated that its own priorities will have a strong influence over the development of the universities' educational profiles. Although that can be justified from a government perspective, says the Monash response, the process of negotiation will be difficult to put into operational terms for universities.

Much of the argument in the Green Paper about the size of institutions centres on the notion that 'bigger is better'. But according to the draft, this overlooks the fact that it is possible to have inefficient large institutions as well as efficient small institutions.

Although amalgamations may assist the administrative economies of very small colleges, it is not clear at what stage diseconomies due to the coordination of dispersed campuses begin to set in.

Instead, says the Monash draft, discussion should focus on the educa-

tional advantages of such a move. It needs to take account of the difficulties in integrating staff, subject mix and standards in colleges and universities.

In a report entitled *Excellence and Efficiency: The Vice-Chancellors' Response to the Green Paper*, the Australian Vice-Chancellors' Committee backs the Green Paper's proposals for expanded student numbers, deregulation of institutions and their increased autonomy, and a restructuring of higher education.

The AVCC's chairman, Professor John Scott, said that while the universities believed the Green Paper provided a valuable basis for higher education planning into the 21st century, some areas needed amendment.

Those areas include the falling rate of funding for higher education, the plan to introduce flexible hierarchies, proposed amalgamations and the need to maintain a proper balance between basic and applied research and research in science and the humanities.

**Monash University — Strategy for the Future*, published in March, sets guidelines for the university's priorities and policy decisions. Its purpose is to ensure that Monash retains scholastic integrity while moving ahead as a 'forward and outward-looking' university and taking advantage of new opportunities.

Darvall on Dawkins

'The recent Green Paper on Higher Education brought out by the Minister for Education, Employment and Training, Mr Dawkins, argues grandly for an expansion of numbers in higher education of the order of 40 per cent by the year 2000. It is also made clear that the government is unwilling to finance this expansion, so that the community and employers must. Frankly, in this sense, the paper doesn't add up. The Federal Government is planning to take the credit for expanding higher education without funding it. Fees are almost inevitable. The paper appears to make the following offer. "We are

going to cut your funding for tertiary education. If you enthusiastically embrace the priorities of the government, then your funding cuts will be less than if you don't embrace our priorities." One wonders, of course, how often governments will change, and how often the priorities will change, and how dizzy we will get in satisfying this criterion. The notion seems to be that education is too expensive. I like very much the car bumper sticker which says, "If you think education is expensive, try ignorance".'

—From an address by the Dean of Engineering, Professor Peter Darvall

Community support keeps Ukrainian alive

The Ukrainian community in Australia has almost succeeded in raising the \$500,000 necessary to ensure that Ukrainian teaching and research continues at Monash.

The community deserved to be congratulated for one of the most impressive fundraising efforts in the history of the university, said the Vice-Chancellor, Professor Logan, at a dinner held recently at Ukrainian House in Essendon.

A three-year contract, in which the community agreed to pay for a Ukrainian lectureship at Monash, was signed in 1983 and later renewed. With \$440,000 already raised, it appeared that a longer-term agreement would be signed as planned in June this year, Professor Logan said.

The university had received many benefits from the introduction of Ukrainian Studies.

"It has helped us expand our department of Slavic Languages by providing new staff members and increased research output," he said.

"It has enabled completely free research and teaching to be carried out in aspects of the rich Ukrainian culture."

Professor Logan said Ukrainians had recognised that universities had a responsibility to get to know the various parts of the community, and that this responsibility did not end with the business and industry sections; it extend-

ed to the various ethnic communities as well.

"You have seen the need for scholarship and organised a Ukrainian Studies Support Fund which has produced sufficient money to allow Ukrainian Studies to go ahead at Monash.

"I think this action is an important example for other ethnic groups, and I hope that others may follow your lead."

Universities needed to specialise and develop unique features, Professor Logan said.

"Here, too, Ukrainian Studies is a good example, as Monash is one of the few locations in Australia where this subject is taught.

"This specialisation enables us to develop the library resources and other support needed and also to attract students from other states.

"As time goes by, it may be possible to strengthen this specialisation, to take on board courses in history and politics that highlight Ukraine's role in European development," he said.

"This will enable Monash to consolidate a position as an internationally important university in this area of scholarship."

However, the planning of such activities could only take place with the support of organisations like the Ukrainian community.

"The work of the Ukrainian Studies Support Fund, which set out to raise \$500,000, is to be applauded," Professor Logan said.

"Prominent in that fundraising was the donation of \$150,000 by Joseph and

Eugenia Pona of Ballarat, \$50,000 Stepan Soldat and \$50,000 by Vasyl and Stefania Fokshan."

The university has decided to name the Ukrainian lectureship in honor of Mykola Zerov, Ukrainian poet, literary historian and critic. Born in 1890, Zerov disappeared (like many of his contemporaries) in a prison camp in the Solovki Islands in the early 1940s.

Monash student's essay a winner

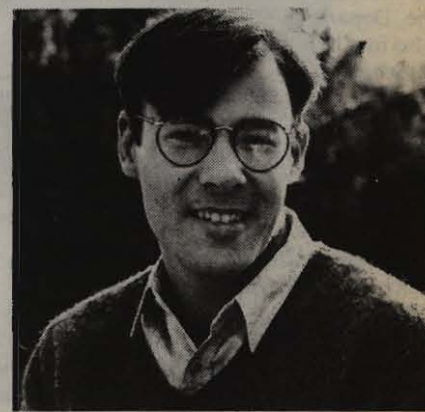
An essay by a Monash undergraduate has won first prize in a competition for Slavic language students from Australia and New Zealand.

Peter Sawczak's essay was the first submitted by Monash to the competition, which was started several years ago by the Australia and New Zealand Slavists' Association.

His essay dealt with *Narkiss*, a work by the 18th century Ukrainian philosopher, Skovoroda. The competition was judged by Professor Katerina Clark of Yale University.

Mr Sawczak, now an honors student, has also been awarded the Joseph and Eugenia Pona Prize for the best student in third year.

The Vice-Chancellor, Professor Logan, presented this \$500 prize to Mr Sawczak last month at a fundraising dinner for Ukrainian Studies at Monash.



• Peter Sawczak

He presented the Stepan Soldat Memorial Prize of \$250 to Natalie Kandybko.

• Natalie Kandybko thanking members of the Ukrainian community after she was presented with the \$250 Stepan Soldat Memorial Prize by the Vice-Chancellor, Professor Logan. (See story at right.)



Science and the public

The promotion of the public understanding of science will be the theme of a conference to be held on 18 May in Sydney in conjunction with the ANZAAS Centenary Congress.

Speakers at 'Promoting Public Understanding of Science — The Practice and the Perils' will examine the opportunities and difficulties in conveying to the wider community an understanding of science and technology beyond the confines of formal education.

Among those speakers representing national science organisations, 'bridging' organisations and the media will be Sir Walter Bodmer (president of the British Association for the Advancement of Science), Mr Alan McGowan (president of the Scientists' Institute for Public Information, New York) and Mr Robyn Williams (executive director of the ABC's 'Science Show').

Inquiries to Dr Peter Pockley, University of NSW (02) 697 2866. For information on the ANZAAS Congress in

general, contact the ANZAAS Congress Office, 118 Darlington Road, University of Sydney, NSW 2006, telephone (02) 692 4356.

Vice-Master quest

With the retirement of the present Vice-Master of Queen's College, University of Melbourne, at the end of the year, the College Council is seeking the services of a suitable person to fill this important position.

A tertiary degree and an interest in college life are expected.

The Vice-Master's position has two major elements: senior administration and the pastoral care of some 200 students. Salary is at the level of senior lecturer in the University of Melbourne. Superannuation and a residence at reasonable rental are provided.

Applications close on 30 May. Further details from: The Master, Queen's College, University of Melbourne, Parkville, 3052, telephone 347 4899.

ONE THOUSAND YEARS OF CHRISTIANITY IN UKRAINE

EDITED BY MARKO PAVLYSHYN

This year marks the 1000th anniversary of the conversion of the medieval East Slav state of Kievan Rus' to Christianity. The celebration of this Millennium is a major event for Ukrainians.

One Thousand Years of Christianity in

Ukraine, a compilation of papers from a symposium at the Australian National University last year, is now available. It was edited by Dr Marko Pavlyshyn, lecturer in Ukrainian, and can be obtained at \$7.95 a copy from the department of Slavic languages.

Minister applauds MOSA

At the opening of the new headquarters of the Monash Orientation Scheme for Aborigines (MOSA), the Federal Minister for Aboriginal Affairs, Mr Gerry Hand, congratulated the university on the success of its unique program.

In 1984, there was one Aboriginal student on the Monash campus. This year there are 50 and MOSA's first group of students are expected to graduate in June.

However, the participation of Aborigines in higher education is still only 35 per cent that of white Australians, said Mr Hand. The Federal Government was committed to increasing Aborigines' access to further education, he said.

MOSA conducts a year-long bridging course designed to give Aborigines with limited schooling the knowledge and skills to handle higher education. Candidates are prepared for entry into the faculties of Law, Arts and Economics.

The scheme also offers a two-year preparation for students who wish to enrol in Science, Medicine and Engineering.

MOSA director, Mr Isaac Brown, describes the scheme's aim as "preparing Koories for university so that their own identity is enhanced and they have a basis from which to achieve their own potential as humans".

Candidates are selected on the basis of their motivation and commitment to undertake tertiary studies. Although most need to have achieved at least Year 10 level of secondary education, some have been selected with only Grade Three primary school education.

MOSA candidates from at least 40 different clan groups have joined the program from all states of Australia and the Torres Strait Islands. Most come from Victoria.

At present, MOSA has 29 undergraduates in the faculties of Arts, Economics and Politics, and Law and 28 candidates are enrolled in its bridging program.

The \$365,000 annual cost of the scheme is paid for by grants from Monash, the Federal Government and private supporters.



● Isaac Brown, second from right, and Gerry Hand talking with MOSA students on the balcony of the Gallery Building.

Unique centre benefits Koories

The Aboriginal Research Centre, formed in 1964, is the only one of its kind in Australia.

Ms Eve Fesl has been its director since 1981. For her part in working for the preservation of Koorie languages and culture as well as her involvement in multi-cultural affairs she was awarded the Order of Australia Medal last month.

She is a member of the Advisory Council on Multi-cultural Affairs, which reports to the Prime Minister, and a member of the Australian host committee for the World Council of Churches international conference for religion and peace, to be held in Melbourne next January.

In 1986 she became the first Koorie to graduate from a Victorian University (Monash) with a Master of Arts, and she is currently a PhD candidate.

The centre has only two permanent staff, but its research work is sustained by individual contracts negotiated and supervised by the director. In the past these have involved government bodies and community groups and organisations.

Currently underway is a project fund-

ed under the Grants of National Significance which involves a feasibility study into the teaching of Koorie languages in schools throughout Australia.

The centre has been very successful in training Koories to enable them to take up jobs in both the public and private sectors. Eighteen Koories have found positions after training at the centre, which is currently providing on-the-job training for two people.

Important initiatives introduced by

the centre include the Aboriginal Studies Course (an accredited first year subject for an Arts degree), and the establishment of the Monash Orientation Scheme for Aborigines (see separate story).

The centre also conducts electives in Aboriginal education at the Master's degree level for the Education Faculty.

It holds seminars on race relations and matters affecting Koories and other members of the public. Last year it introduced a writer-in-residence program.

Ministers from the Federal and State parliaments visited Monash last month to open new quarters for the Aboriginal Research Centre and the Monash Orientation Scheme for Aborigines (MOSA). Both organisations are now located in the Gallery Building. MOSA's premises were officially opened by the Federal Minister for Aboriginal Affairs, Mr Gerry Hand (see story). Mr Tom Roper, the Victorian Minister for Planning and Environment and Minister for Consumer Affairs (who also has responsibility for Aboriginal Affairs), inspected the Aboriginal Research Centre's quarters on the second floor and then declared them open. Guests at the opening included a number of politicians from State and local governments.

Taking care of business

In an innovative bid to supplement its income, the Aboriginal Research Centre at Monash is offering a consultancy service in market research.

The centre's director, Ms Eve Fesl, herself the founder of a successful manufacturing business, announced the venture during the opening of the centre's new premises in the Gallery Building.

She said that until last year the centre's operational costs had been largely funded by a grant from the Department of Aboriginal Affairs. As part of the cutbacks in government spending, the centre had lost this grant, and it needed to look for alternative sources of income.

Ms Fesl says hundreds of small businesses are "going to the wall" every week in cities around Australia.

"If their proprietors had done market research, many of these businesses would never have been started," she said.

With government money sometimes involved, only viable enterprises should be entered into — especially by the Koorie community because the failure of Koorie projects made headlines.

Ms Fesl said the Koorie people were encouraging the centre to become involved in business enterprises, and it was likely the centre would run special business management courses dealing with the problems Koorie people might encounter in business.

Greek classes

An evening class for beginners in New Testament Greek is being conducted by the Department of Classical Studies at Monash University this year.

The course has no doctrinal content or bias and is aimed at educating participants to a level where they will be able to read the easier passages of the New Testament in the Greek original.

It consists of a one and a half hour session each week over the two university semesters (28 weeks in all) and costs \$150 per semester. The venue is the Menzies Building between 7pm and 8.30pm each Monday. Inquiries about next year's course should be directed to the secretary of the department of Classical Studies on 565 3250.



● Eve Fesl pictured with Tom Roper at the opening of the Aboriginal Research Centre's new premises.

Feminist texts don't fit the bill

by Leslie Calman

For the past several years, I have been teaching a course in women's studies entitled, somewhat grandly, "Major Texts of the Feminist Tradition".

The purpose of the course is to convey to students that when feminism emerged in this country in the 1960s — before they were born — it was in fact a re-emergence: that Western feminism has a long history of political conflict and of intellectual searching. It has, too, a rich cultural and literary tradition.

In the course, students are exposed to the history of feminism through reading primary texts. Beginning with Mary Wollstonecraft's *Vindication of the Rights of Women* and ending some semesters with Simone de Beauvoir's *The Second Sex* and others with Betty Friedan's *The Feminine Mystique*, students consider the problems that confronted women during this span of time, see how feminists have analysed the causes of those problems, and learn of earlier feminist suggestions for change.

Persuade

In general, I have to say, this approach works quite well. The students go home and read the books, then they come to class and argue for two hours — with the author, with each other, with me. It's a teacher's dream.

But lately, I've been running into a problem. It seems that, for today's students, the texts I assign aren't feminist enough. Every semester I have to justify my choice of such authors as Virginia Woolf and Friedrich Engels, Radclyffe Hall and John Stuart Mill. I have to convince my students that Elizabeth Cady Stanton, the foremost ideologue of 19th century American feminism, belongs on a feminist reading list. Simone de Beauvoir can stay only if I do some fast talking. Generally, I am still able to persuade my students that these

books do belong; that in the context of the period in which a given book was written, it was indeed a feminist text.

Where my students differ from authors of the 19th and early 20th centuries, however, is in their insistence on inclusiveness. Today nothing less than a feminism that embraces all women — minority, working-class, lesbian — will do. Texts that deny any of these groups visibility, equality, or pride are deemed to be unfeminist.

Exceptions

I assign John Stuart Mill's *The Subjection of Women* because the author is known for having argued against the prevailing idea of his time that women were inferior to men and that their inferiority was natural. Mill argued, instead, that human beings have constructed society, and so nothing in society can be understood as completely natural. What appears to be unnatural, such as women having political power or careers outside the home, is merely *unconventional*. Mill makes a forceful argument that we cannot know what women are capable of unless we give them the opportunity to try something.

But there's a passage that brings my students up short. Mill writes: "When the support of the family depends . . . on earnings, the common arrangement, by which the man earns the income and the wife superintends the domestic expenditure, seems to me in general the most suitable division of labor between the two persons." He says further that "like a man when he chooses a profession so, when a woman marries, it may . . . be understood that she makes choice of the management of a household and the bringing up of a family as the first call upon her exertions".

Here I explain to my students that Mill says this should be the norm, but there might be exceptions. He says that

"the utmost latitude ought to exist for the adaptation of general rules to individual suitabilities." In other words, there may be exceptional women who can, as we would say, have it all. Normally, women who marry must be housewives only, but society should not stand in the way of the exceptional woman. This explanation is not good enough for my students; John Stuart Mill is quickly consigned to the feminist dustbin.

Unfortunately, the idea that only exceptional women, rather than all women, should have certain choices in life is also present in *The Feminine Mystique*, written almost a hundred years after Mill's books. My students don't much like this book. In fact, most of them hate it. I must persuade them of the important role it played in generating the 1960s women's movement: that it spoke to a generation of educated women who felt locked out of the mainstream of society, and told them that their feelings of malaise were socially constructed and not their own fault.

Fake wood

My students argue that this book isn't about American women in general, as it claims, but about white, middle-class women — and they'd better live in the suburbs and drive station wagons with fake wood on the sides. There is a passage in the book about how, during World War II, "when the cooks and maids went to work in the war plants, the servant problem was even more severe than in recent years. But . . . women of spirit (that is, those women of spirit whose maids walked out on them) often worked out unconventional domestic arrangements to keep their professional commitments." Not a word, the students point out, about the maids and the cooks, who may have been "women of spirit" too. In the book, they are just backdrop. They are not a subject for feminist consideration.

In another passage, Friedan compares two "women of ability", both of whom, bored with housework, got jobs in the same research institute. One of them hired a "three-day-a-week cleaning woman"; the other did not. The second woman was soon exhausted from working at her two jobs — one outside the home and one within — and quit her research job. The woman with the three-day-a-week cleaning woman — our heroine — went on to hold "one of the leading jobs at the institute" and made lots of money to boot.

No pride

The moral of this supposedly feminist story is clear: Professional women should hire a cleaning woman.

My students are genuinely disgusted with this elitism. They hypothesise that the cleaning woman was probably black, probably paid the minimum wage or less, probably had no health insurance, and, when she was exhausted from working two jobs, she couldn't just quit. But in Friedan's treatment, such women are tools to be used by supposedly feminist women in their rise to self-fulfilment.

Radclyffe Hall's novel, *The Well of Loneliness*, was written in 1928 by a lesbian about the oppression lesbians experience. It is a plea that lesbians be allowed to live dignified, free, healthy lives. Many lesbians have spoken and written of their first experience reading this book: how it let them know that they were not alone, that they were not freaks, that their pain was appreciated and felt by others.

However, most of my students find the book infuriating. They say the main character grovels; she has no dignity. She seems ashamed rather than proud of who she is and of what she has accomplished in life.

Indeed, my students point out, the main lesbian character seems to identify strongly with men. Apparently, she really wants to be a man; she takes no pride and has no happiness in being a woman. She rejects "womanly" habits, women's culture. My students see her as a woman who is a caricature of a man, and that to them does not constitute a healthy lesbian model.

Class bias

Elizabeth Cady Stanton's writing, while frequently inspiring, is often blatantly racist. Virginia Woolf seems concerned largely with the educated daughters of educated men; my students chastise her for class bias. Friedrich Engels suggests that women's enslavement began with the development of private property of men, and that this system is grievously unjust. But he makes nasty asides about homosexuals, and he seems to think that the Victorian morality he knows is natural. My students don't cotton to authors who think women don't ever enjoy sex.

I could go on. Virtually none of my chosen major texts of the feminist tradition goes unprobed, uncriticised by my students. None is quite up to snuff.

I think that's terrific. In criticising these works for their class bias, their racism, or their homophobia, these students show us how much the message of the feminist and other human-rights movements of the last three decades have become a part of them. They show us that feminist consciousness has made huge strides and is likely to keep on doing so. They show us that feminism must be inclusive. And that, I think, is cause for celebration.

Leslie Calman is assistant professor of political science at Barnard College. This article has been reprinted from the *Chronicle of Higher Education*, 6 January, 1988.



● Eleven per cent of the Engineering graduates at a recent ceremony were women — 20 in all — the highest percentage so far at Monash. Most gathered for this picture on the steps of the University Offices after the ceremony. The Dean of Engineering, Professor Darvall, says the induction of women into engineering courses is now at take-off point. In his occasional address, he said the women were at the vanguard of what would be a rapidly increasing proportion of women in engineering, and that the faculty would do everything possible to encourage more female enrolments. Photo — Richard Crompton.

'Labour Ward' christens Monash city office

Monash poet Jennifer Strauss made history last month when the launching of her new volume of verse became the first official function in Monash's new city office.

The book, *Labour Ward*, published by Pariah Press, was launched by well-known Melbourne poet, Judith Rodriguez, pictured here (centre) with Jenny and the Vice-Chancellor, Professor Logan.

The city office, at the corner of Exhibition Street and Flinders Lane, is now in business. Organisers of university functions — meetings, seminars, lectures, courses and the like — are invited to contact Jan Hewish, on 650 2500, to book space.

Tending the Graves

There are days when the dead will have nothing to do with us —
In summer mostly, when a dry wind from the north
Gusts up just as you enter the cemetery gates
And the roses are overblown, the gum trees stripping,
And you know the flowers you've brought will wither fast
And are besides the wrong size for the holder
And you've forgotten scissors, and something to carry water.

It's not reproach. They have no need to tell us 'You
Have given away my books, taken another lover into my bed,
Made of my children something I do not approve' — all that
We can say for ourselves. It is absolute absence.
They are so engrossed by death they refuse even to haunt us.
We must tend the grave and walk away; unrewarded,
Unreproached, unforgiven; our feet heavy with life.

Jennifer Strauss



Prolific playwright pulls in prizes

Senior lecturer in English, Dennis Davison, won first prize at this year's Noosa Drama Festival with his play, *Parting Shot*. Dr Davison is the director of Studio Players, the university's most prolific amateur drama group, which he set up 12 years ago. He has been an actor since schooldays and began as a playwright at the age of 20 when he was playing Shakespearean roles at the Sheffield Little Theatre in England. Dr Davison came to Australia with his family in 1957.

Being an Englishman I was the natural choice to teach Australian literature at Monash, and I soon became interested in unpublished 19th century Australian drama, which I rescue from manuscripts and publish — thanks to the Geography printers.

Mimi Colligan (former Monash student) directed me to Marcus Clarke's unfinished comedy *Reverses*, which I completed, published and staged at Monash and Ballarat CAE.

Mimi is a superb singer, and this encouraged me to direct her, Phillippa Adgemis, Peter Groves, Karen Brown and Tim Scott in *Weekend Affair*, a comedy with songs set to music by Margaret Scott. Since then I've written and produced either here, at Toorak Arts Centre or Deakin University, a score of original plays and a dozen adaptations — from Turgenev's *A Month In The Country* to Victorian melodramas such as *Wayward Women*, which I staged at a South Yarra massage studio.

Most of my plays are satirical comedies — for example, *Who's Who?*, *Overnight Loan Only*, *One Russian Summer*, *Forty-Love*, or *Maid in Australia*. But *Come Live With Me* is a social drama, and I was commissioned to write *Happy Easter, Antigone!*, performed in Toorak Uniting Church by my colleagues Richard Pannall, Alan Dilnot, Lorna Henry, Bruce Steele and Angela Bartholomeusz.

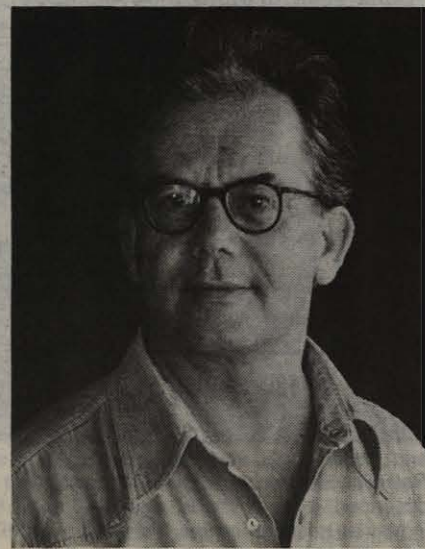
As a former play reader for Melbourne Theatre Company and now a theatre critic for *The Australian* (as Helen Thomson's locum), I've read and seen a lot of bad plays, which makes me

reluctant to offer mine to professional companies.

However, I have started submitting one-act plays to competitions and have won three first prizes, the most recent being this February at Noosa Drama Festival with *Parting Shot*. Another Queensland company has since asked permission to produce it.

Although I've acted in plays since my schooldays I only drifted gradually into writing them. When I was 20, playing Oedipus, Hamlet or Mephisto at Sheffield Little Theatre, I used to compose skits about the current play for the stage party.

In South Africa, playing Creon in Anouilh's *Antigone*, I was asked by the director to supply a short play to fill the program.



• Dennis Davison

I was teaching Middle English at the time, so hurriedly translated the nativity play, *Secunda Pastorum*. It was later staged also at Trinity College, Oxford, and toured on a horse-drawn waggon around Oxfordshire.

I saw *The Provoked Wife* at Rhodes University and this prompted me to complete my first original play, *Beau Bells*, a sort of modern Restoration Comedy.

When I moved to Armidale, NSW, I directed this in the Town Hall — it was a box-office success — and later the same year Harold Love co-directed my kitchen-sink drama, *Love On The*

Downbeat, which was also taken to Brisbane Student Drama Festival.

The cast had a drunken orgy the night before and, I heard, turned the drama into a comedy.

In Armidale I directed some plays in French and here at Monash I've translated French plays and published them for my drama course. *French Spoken Here* I've staged at Monash, St Roch's Church Hall and the State Library.

Right now, I've got half a dozen plays to finish. Acts One and Two I usually write rapidly, but Act Three is the hard one. Maybe I'll stick to two-act plays in future.

— Dennis Davison

Learning to use a PC

The Monash University Computer Centre will hold a series of short courses this month on personal computers. The courses are open to everyone, and the program is as follows:

Course	Date	Time	Place	Cost	
				Internal	External
PC1	Intro. to PCs and MS-Dos	May 5	9.30-11.30	CTL-G09	\$30 \$50
CW1	Intro. to ChiWriter	11	9.30-11.30	CTL-G09	\$20 \$40
SS1	Intro. to Spreadsheets*	12	9.00-12.30	CTL-G09	\$35 \$70
V01	Intro. to VAX VMS	16	9.30-12.30	S13	NC \$50
T1	Typing on Computer	16-19	3.30-5.00	CTL-G09	\$30 \$50
V02	Intro. to Ludwig	17	9.30-12.30	S13	NC \$50
LX1	Intro. to LaTeX	18,19,20,23,24	9.15-12.45	S13	NC \$175
PC2	MS-DOS and Applications	26	9.30-12.30	CTL-G09	\$35 \$170

*This course will use VP-Planner Plus as the spreadsheet but is also applicable to Lotus 123 and other compatibles.

More information can be obtained from Marie Sierra-Hughes at the Computer Centre on 565 4750.

Jacquie Smith at the centre or by telephone on 565 4765. A course schedule can be regularly forwarded on request.

Registration should be forwarded to

Heading towards an era of incompetence

The campaign to dispose of knowledge-teaching in schools has been waged for some time, its proponents advocating that students and teachers, not parents, governments or the community, should decide the curriculum, says the ICI-Monash professor of industrial chemistry, Asbjorn Baklien.

Professor Baklien was speaking at a graduation ceremony in Robert Blackwood Hall.

He said the western world was at a critical juncture in techno-economical development.

"Can we run an increasingly technological society with politicians and managers who have little or no understanding of science and technology and who are mostly lawyers, economists, or accountants?"

"As common people we may believe them admitted to the communion of saints, but as technologists they need a long residence in a technological purgatory," he said.

"We must be careful that we do not, in the name of democracy, enter an era which could only be called The Cult of Incompetence," he told Science graduates.

"We have for a long time had a climate of anti-intellectualism. To this has been added increasing anti-professionalism and anti-expert attitudes. Nurses now want to decide what is good for the patient.

"In the cult of incompetence, uninformed opinions are deemed to be of equal value to verified knowledge.

"This may give an appearance of being pure and virtuous, but is that any good if it also makes us impotent?"

The state of the arts

The Australian Studies Centre is sponsoring a series of free public lectures which is bringing to Monash some notable practitioners in the arts in Australia.

Leading novelist Helen Garner, who has recently completed a term on the Literature Board of the Australia Council, has already spoken on *The Writer in This Society*, and tomorrow there will be a lecture by architect Ian McDougall (5 May, 5.15pm Rotunda Theatre 2) and on 10 May by film director Paul Cox (5.15pm, Rotunda Theatre 7).

Ian McDougall, who is editor of

Architect and has lectured and published widely, is speaking on *Contemporary Issues in Melbourne Architecture*, while Paul Cox, well-known for films such as *My First Wife* and *Cactus*, has chosen *The Film as Film and Not as Product*.

Second term sees an equally impressive array of lecturers, beginning with painter Gareth Sansom (7 June), writer Barry Oakley (14 June), composer Barry Conyngham (23 June) and Donald Horne (28 June).

Inquiries should be directed to Gail Ward of the Australian Studies Centre, 565 2159.

Monash troops win Oakleigh freedom

The Sunday quiet of Oakleigh's streets was briefly shattered last month by the tramping boots of the Monash University Regiment exercising its Freedom of the City.

The right to march through the streets was granted by Oakleigh Mayor, Councillor Heather Norling, during a ceremony held earlier in the day at the Warrawee Park Oval.

It was a day marked with military precision and tradition.

After permission had been given to the regiment with the presentation of a scroll to Commanding Officer, Lieu-

tenant Colonel Robert Slater by Oakleigh Town Clerk, Mr Barry Prebble, the troops began their march and were officially challenged.

"Halt, who comes here?" inquired the city.

"The Monash University Regiment exercising its right and privilege to pass through the City of Oakleigh with swords drawn, bayonets fixed, drums beating, colours flying and bands playing," was the regiment's response.

Not surprisingly, the regiment was invited to go ahead.



● Oakleigh Mayor, Councillor Heather Norling, inspects the Monash University Regiment at Warrawee Park.

"It is coincidental that the US has 655,000 lawyers while Japan has only 13,200 (279 and 11 per 100,000 people, respectively).

"America has clearly been hijacked by lawyers and has finished up in legal slavery with neither business, government nor individuals being able to take a deep breath without being arraigned in court."

Professor Baklien said superficial knowledge of science and technology was not only useless but could even be dangerous. "There could be no more compelling reason for ensuring that as many as possible of our young people receive a good education in science and technology.

"It is a paradox, particularly in Anglo-Saxon countries, and especially in Australia, that as the impact of technology on our society and on our lives has accelerated, so we have seen a decline in the science and technology education of our children and citizens.

"During the last prosperity period it became fashionable to disparage the work ethic. Men and women of culture would henceforth concern themselves with the finer things in life.

"We had forgotten that work is an ennobling activity and that those who work by and large keep out of trouble and are happier people than those who don't work.

"But in our technological society, lack of knowledge-based or vocational education more often than not means no job, something thousands of unhappy youngsters discover every year, when,

after having spent 10-12 years at school, so many of them still know nothing," he said.

"Unfortunately, it is a fact that far too many education people, both in the primary, secondary and tertiary sectors, see education as philosophical, not as vocational.

"A much more worrying aspect is the increasing intrusion of ideology into our education system. Our schools are at risk of becoming ideological battle grounds with the minds of our children as the target.

"The idea was inculcated in our children that something could be had for nothing. Education was to be for life, a pleasant and lazy life, not for preparing the young people for work.

"Instant pleasure and gratification became not only goals but democratic rights. Money could be borrowed today to buy whatever you desired tomorrow.

"Everybody shares in the responsibility for this state of affairs: educators, in particular, but also psychologists, social scientists, politicians, business people, media, parents and the entertainment industry," Professor Baklien said.

"Any education that does not recognise that work is the most important part of life fails both the student and the community.

"Spelling, grammar and numeracy must start early in primary school and be continued until mastered.

"The kind of education needed by our technology-based society has changed dramatically. We need informed citizens, and our education must therefore be knowledge-based.

"We need to be competitive if we are to survive as a developed nation. We need to perform as a country and that means superior performance by the individuals," he said.

The granting of the Freedom of the City is a military tradition which dates back to the Middle Ages.

In the days when fortress walls protected cities from attacks by outlaw bands and feudal lords, their citizens wisely refused entry to bodies of armed men unless they were completely sure those arms would not be used against them.

The granting of permission for armed men to enter a city became a mark of trust and confidence.

Although the Freedom of a City in 1988 carries no real rights and privileges, the move by the City of Oakleigh is in recognition of the regiment's long history of service within the community.

Spaceport talk

Come along to Monash on Monday 9 May to learn more about the biggest engineering project in Australia since the Snowy River Hydro Scheme.

Under the heading, *Gateway to the Galaxies*, Dr John Simmons from Queensland University will talk about the Cape York Spaceport. He chaired a feasibility study into the project by invitation from the Queensland government.

The talk will begin at 1pm in Lecture Theatre E1 (Engineering).

WRONG!

Last month's review of Bill Howard and Carol Fox's new book, *Industrial Relations Reform: A Policy for Australia*, described it as a "lucid analysis" of industrial relations issues. This, we are told, should have read "lucid analysis".



Mother and son quinella

● Research assistant, Mrs Mary Rechtman received her Master of Science degree recently, and at the same ceremony her son, Andrew, was awarded his Bachelor of Science degree.

University honor for a natural photographer

When Faculty of Science photographer, Bruce Fuhrer, was told he would be awarded an honorary Master of Science degree, his initial reaction was disbelief.

"One does feel rather humbled, and I was searching as to why I was awarded such an honor," said the popular self-taught photographer and botanist.

Events leading up to the graduation ceremony did little to allay his uncertainty. An official letter outlining protocol arrived at his home only one day before. Meanwhile, his gown flatly refused to be worn in a manner befitting an honorary Master of Science.

These events notwithstanding, anyone acquainted with his work in the field of close-up plant photography would agree that Bruce Fuhrer is a more than worthy candidate for such a title.

The degree was awarded last month in a Science and Engineering graduation ceremony at Robert Blackwood Hall. In his citation the Dean of Science, Professor Bill Muntz, described Mr Fuhrer as "not only a man with photographic skills, but also an exceptional field botanist".

Since joining the faculty in 1972, Mr Fuhrer has undertaken a number of field trips with the Botany department as both photographer and member of the teaching staff.

His many publications, including *Seaweeds of Australia*, *A Field Companion to Australian Fungi* and *Flowers and Plants of Victoria*, reflect a deep

and lifelong love of the natural environment. "My joy is being out in the wilderness," he says.

His interest in photography literally began by accident. To relieve the tedium of a long period of convalescence, in Portland, following a motor-cycle accident, Mr Fuhrer began to process the local chemist's films at the town's photographic studio.

Six rolls of film a day soon grew to 300. In time, he also assumed the mantle of town photographer.

As his photographic interest gradually moved from the commercial area to natural history, Bruce Fuhrer taught himself botany as well.

Such is his knowledge, says Professor Muntz, "that he is often almost overflowing with information on the identification of a particular plant . . . His publications contain not just superb illustrations, but a scientifically detailed text".

Mr Fuhrer is currently undertaking a study of the liverworts of southern Australia. These small moss-like plants are found on tree trunks, in water, or on damp ground. On a recent field trip he discovered no less than 15 previously undescribed species of a single liverwort genus.

Later this year he will publish a guide



● Honorary graduate, Mr Bruce Fuhrer, with the Governor, Dr Davis McCaughey, left, and the Chancellor, Sir George Lush.

to the flora of the national parks of Western Australia.

The quality of his photographic contributions extend from color photo-

graphs on telephone directories to color slides of Australian fungi on First Day covers and the International Botanical Congress stamp issue.

Special admissions nets first doctorate

Geoff Crawford, former prison officer and laboratory assistant, last month became the first Monash student to receive a Ph.D after entering the university through the Special Admissions Scheme.

Dr Crawford, 36, was enrolled full-time in the department of Microbiology at Monash from 1979 until 1987, and did his thesis in the area of flavivirus-specified polyproteins under the supervision of Dr Peter Wright.

By 1979, after nine years in the workforce, Dr Crawford had HSC-equivalent passes in Physics, English Expression, Chemistry and Pure Maths, but they had all been gained at different times. "As I had had many attempts at HSC (and many failures) I was not qualified

for university entry," he says.

Then a newspaper advertisement for a special entry scheme caught his eye and he applied to Monash, sat for tests, was interviewed by the Sub-Dean of Science, and accepted.

He never looked back, graduating with a B.Sc (Honors) in Microbiology in 1983 and going straight into his Ph.D.

He is now working as a veterinary microbiologist for a company in Newcastle.



● Dr Geoff Crawford, second from right, and his Ph.D supervisor, Dr Peter Wright, with members of Dr Crawford's family.



● Associate Professor Bill Brown (Electrical and Computer Systems Engineering) and Associate Professor Ian Rae (Chemistry) with their sons, Stuart Rae, second from left, and Andrew Brown. Both young men graduated B.Sc recently in a ceremony at Robert Blackwood Hall. Stuart Rae will go to the United Kingdom later this year on a national Rhodes scholarship.



● It was a real family affair when Deryn Griffiths, centre, was awarded her B.Sc degree recently. Her father, Dr John Griffiths (pictured left), is a senior lecturer in Materials Engineering, and her sister, Morwenna, right, is a third year student in chemistry and maths. Family friend Peter Willis, second from left, is a Ph.D candidate in physics. Mrs Rachel Griffiths, second from right, completes the picture.

New booklet ensures better health care

If doctors are better informed about government programs they will be better equipped to use them more effectively.

The community can then have greater confidence in the medical profession, according to a new booklet issued by the Department of Community Services and Health on *Going into Practice*.

In seeking to give value for money, doctors needed to ensure that they provided effective health care, the booklet said.

It was published following a suggestion from the then chairman of the Committee of Deans of Australian Medical Schools, Professor Graeme Schofield of Monash, to the chief Commonwealth Medical Officer, Dr David de Souza.

The deans wanted to ensure that newly-graduated doctors would be familiar with the basics of government programs, even as they moved into hospital practice.

Stringent

In the booklet, doctors are told that the medical profession has established a pattern of care provided by doctors to most patients, and this "norm" is the result of an insistence on subjecting new therapies to stringent scientific analysis.

"Effective health care has thus been brought about by the medical profession improving its practices as scientific advances made this possible. This approach has contributed to the high standing of the profession and brought very considerable benefit to patients," the booklet says.

The health minister, Dr Neale Blewett, believes the booklet will prove most valuable.

Dr Blewett says that the need for doctors to be fully informed became even more important as doctors moved from hospitals to private or other practice.

Going into Practice says that, over the past 50 years, doctors have had to become progressively more involved in the administration of health and welfare programs as welfare and social security legislation has emerged and been follow-

ed by health legislation introducing hospital, medical and pharmaceutical benefits.

There is now, the booklet says, a legislative basis for monitoring services for which claims are made under benefits schemes, and for monitoring the professional activities of doctors.

Cost effective

"Being a doctor brings privileges and rewards. It also brings obligations to an increasingly well-informed community which demands answers that previously concerned the profession only."

The booklet says that health care in Australia last year cost well over a thousand dollars for every individual (\$19,000 million in all). The amounts are so large that even a small proportional saving is significant to the economy and the community.

The community, which provides public revenue, relies on the medical profession for prudent and cost-effective decisions. Because so much expenditure is involved, doctors have been increasingly subjected to scrutiny.

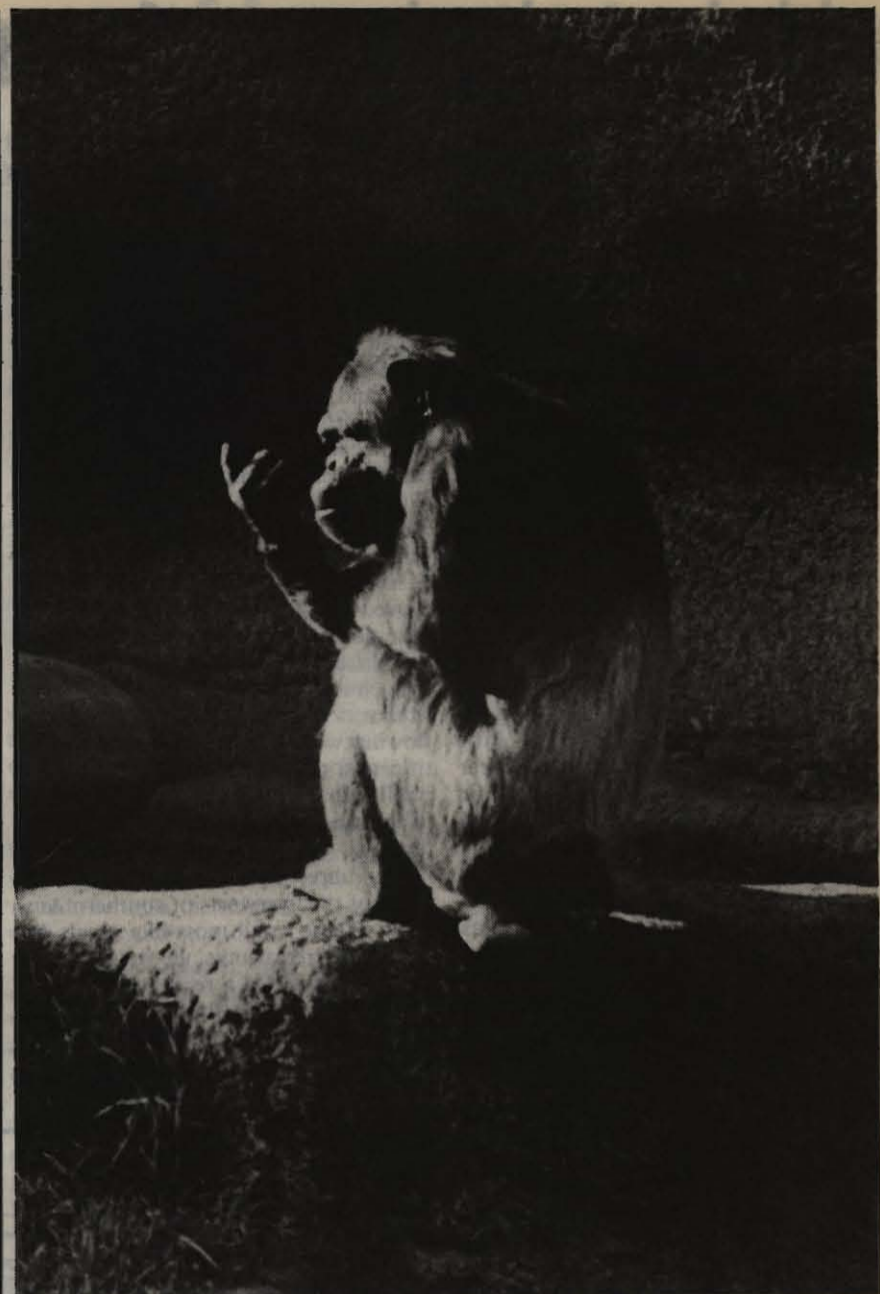
The booklet says that doctors should question themselves regularly about the extent to which their services are genuinely needed, and whether their services are of a quality for which the community will wish to pay.

"Good medical practice need not be unaffordable for the community. Bad medical practice invariably is, and it doesn't help the patient either," it says.

Practical information in the booklet includes correctly-filled-out forms for direct billing to Medicare and for applications to prescribe a drug as a pharmaceutical benefit, to obtain a domiciliary nursing care benefit and for admission to a nursing home.

Going into Practice is being distributed to all doctors.

Its basic information could interest anyone wanting to know more about the role of doctors in the welfare society.



Chimps challenge students' beliefs

What are first year medical students Nick Scurrah, left, Marc Blackstone and Pauline Taylor doing at the zoo?

They are becoming acquainted with a close relative, the Chimpanzee (above), as part of a revamped Medical Biology course which puts much more emphasis on human evolution.

The new course included an afternoon at the zoo assessing the usefulness of form and behavior to the lifestyle of different primates. (The students also managed to sneak a look at the visiting Giant Pandas while they were about it.)

Professor Roger Short of Reproductive Biology said it became apparent to him that the course needed changing the day he asked an embryology class how many of them believed in evolution. Very few put up their hands.

He said that while he and his fellow lecturers were shocked by this — given that evolution provides the conceptual basis for much of medical science — they began to recognise that it stemmed more from lack of knowledge and interest than from any competing ideology.

Only about a quarter to a third of medical students have had exposure to biology before university.

So, with the stimulus of a change in teaching personnel, this year's Medical Biology lecturers set about designing a Human Evolution course that would stimulate and interest medical students, as well as providing knowledge that would be useful to them as doctors.

"We stressed that as medical practitioners it would be much better if they had some understanding of the creatures from which human beings evolved, than treating them as if they were just created," Professor Mike Cullen of Zoology said.

"My section of the course deals with animals with backbones. I decided that it was not appropriate to go through them all, so I moved the emphasis onto the primates which are of much more interest and relevance to medical students.

"The evolutionary forces that shaped our structure can have far-reaching medical consequences. For instance, the birth canal in primates is relatively smaller than in other animals of a similar size. Yet the human cranial size is large, all of which makes it more difficult for mothers to bear infants."

In general, the course now looks at the concept of evolution, geological time and the fossil record; primate and human evolution and reproduction; and the evolution of human parasites and disease.

And what of the reaction of the students? Well, many said they found it all very interesting, but by the same token they were not completely sure of its relevance to becoming a doctor.



Double Open Day: A chance to learn all about IVF – or pet rocks . . .

One aspect of the Great Tertiary Education Debate on which there seems to be total agreement is the idea that universities must open themselves more to the community.

And that's just what Monash proposes to do on Sunday, 7 August from 10.30 am to 4.30 pm — but with a bonus.

The new Clayton campus of the Monash Medical Centre will be joining the university in a combined Open Day.

Not only will people be able to see some of the university's clinical departments including the world-famous IVF research unit, but at the same time they can have a look at Victoria's newest hospital.

. . . and catch up with gee-whiz technology

If you want to see great computer gee-whiz graphics and exciting laboratory experiments and models, don't miss this year's August Open Day in the department of Civil Engineering's laboratories.

The displays are really exciting and will no doubt tickle the eyes of many youngsters.

The computer color graphics alone are incredible. Everything is moving on the screen in all sorts of dazzling colors.

For the first time in many years we will be able to show visitors what high-technology civil engineering is all about — computer simulation and experimental analysis.

People will be able to see a building frame designed (in color) with the push of a mouse button and then watch it actually being tested in the lab.

Other computers will show a skyscraper vibrating and swaying in an earthquake, how a landslide slips and drags away whatever is on top of it as shown in the photograph, how traffic jams can be avoided at intersections, and how water collects to form floods.

The age of computer color animation is here and in our laboratories on show for all to see.

Not only will computer screens flash and move objects around but everything

in the laboratory will be either crashing, flowing, bouncing, rolling, slipping, or collapsing.

There will be crash tests of bumper bars and tubes (free crushed samples will be given out) and model bridges (see photograph) loaded until they collapse.

A \$250,000 laser will be demonstrated measuring the speed of flowing water and lecturers will show how floods such as the one shown in the photograph can be avoided. In fact, water will be gushing through channels and over objects of all different shapes and sizes. There is even a water fountain juggling a ball.

The demonstrations by the geomechanics group also have to be seen to be believed. They have a video film showing a 200 square metre house moving at 30km/hr on a piece of land which is slipping a couple of kilometres down a hillside. They have also set up a model showing exactly how and why this occurs.

There will be a magnificent large-scale model of the arterial link between the Mulgrave freeway and South Eastern freeway. It's always fun to see if you can see your own house somewhere in this model.

Raphael Grzebieta
Civil Engineering

A shuttle service will be operating between the two campuses, so those interested can avail themselves of the large amount of parking space at the university and use the bus to get to the hospital.

On the university campus itself, there will be something for everyone. As well as the usual fascinating displays, exhibits, lectures and advice, the children's train will be back and you will be able to

obtain your own pet rock.

And for prospective students, there's no better way of getting a first-hand feel for what university can offer than coming to talk to those who are a part of it all.

So mark the Open Day on your calendar now, and come and see how Monash University and the Monash Medical Centre are "Helping to Build Australia's Future".



● Transportation problems like this can be solved by using a computer.



● Testing model bridges in the laboratory can be a lot of fun.



● Elizabeth Street during a freak flood. Computer simulations help engineers to control such flooding.

Universities should promote justice: bishop

Bishop Peter Hollingworth, executive director of the Brotherhood of St Laurence and former member of the University Council, has written the following article for this special community issue. It is based on an address he gave in March at the annual University Service, held in the Religious Centre to mark the beginning of the academic year. Bishop Hollingworth looked at the role of a university in building justice, at the ways a university can promote justice, and the place of religion in the education process. He first considered the nature and function of a university.

There are various ways a university can be described, such as a government-funded community of higher learning, a social institution concerned with education, an administrative framework which allows for the establishment of various academic disciplines, or an academy, which refers to the garden where Plato first taught his followers.

None of these definitions gets us very far, except to note, in passing, that the structure of a university is shaped, to a large extent, by the social, political and economic demands of the age.

When we pursue the question further and ask about the role of a university, it is clearly to do with teaching, researching and socialising the young. It is interesting to re-read the document, *Monash — the First 25 Years*, which sought to summarise the major trends which occurred in that period.

Tailored

That document clearly indicated that the first goal of Monash was set by the government in endeavoring to solve the general population explosion which had produced something of a crisis in education.

Monash was the second university to be established in Victoria over a period of 106 years, and the backlog in the area of tertiary education was enormous.

The second goal related more broadly to the question of Australian educational philosophy which had argued that access to tertiary education should extend beyond the elites of society, to all who wished and were able to secure the benefits of further education. The goal then was to ensure that all those who reached the minimum qualifying standard for university entrance should be able to do so.

The exciting aspect about Monash

The concept of an inter-denominational Religious Centre is unique in an Australian tertiary institution. Built from public funds, the centre was presented to the university in 1968 and services in many faiths are regularly conducted there. Visually as well as conceptually, it is one of the most interesting buildings on campus.

The floor of the circular (23 metre) Large Chapel appears to slope towards you from any angle, yet it is perfectly flat. The visual effects are emphasised by an unusual pew arrangement, the slightly sloping 10.6 metre high walls and a series of abstract stained glass windows.

A walkway surrounding the Large Chapel gives access to six vestries used for small meetings and study groups, and to a smaller chapel on the north side with seating for 50. (The Large Chapel seats 450.)

The acoustic properties of the Large Chapel lend themselves well to musical performances by soloists, choirs and instrumental groups, and to recitals on the Ronald Sharp pipe organ, completed in 1978. A harpsichord recently installed in the Small Chapel is used for weddings, services and recitals, and for teaching, practising and chamber music rehearsals.

Details of musical performances open to the public are advertised in newspapers.

was that a whole new group of students entered the university, who were, in effect, the first generation in their families ever to have attended a university.

The third goal was to endeavor to experiment and innovate, without dropping academic standards.

When it is examined how these matters actually worked out over the 25 years, it is clear that the first goal was achieved, as was the second for a time.

Unfortunately, however, there were many students who have qualified for entry but who were blocked because of the increased numbers of students seeking to attend the university and this led to only those with higher results securing places. Thus the goal of increased access was diminished and will be further diminished if tertiary fees are introduced some time in the future.

The third goal has clearly proved a very difficult one because of the limited range of structural variations that are feasible in the case of a university, which does not make experiment and innovation particularly easy.

Turning to the students themselves, Monash's career has been an interesting one insofar as the student unrest between 1967 and 1971 was a manifestation of forces at work in the wider society.

In many respects, the students of the time sought to politicise the defects that could be identified in the society of the 1960s and their agenda was far wider than the university itself.

The second wave of student unrest occurred between 1973 and 1974 and was much more closely focused upon issues like course content and methods of assessment. Students found it difficult to sustain interest and commitment to reform.

In the late 1970s and the 1980s concerns about reform were over-ridden as the labor market became tighter with in-

creasing competition for existing jobs. One sensed that a new spirit of pragmatism may have taken the edge off the desire for reform.

But how does teaching and learning occur? Plainly, these are the main purposes of a university. Recently, the Governor of Victoria, Dr Davis McCaughey, gave the Angus Mitchell Memorial Oration to the Rotary Club of Melbourne and he identified three models of teaching which it is helpful to re-state. The first is the rabbinic method which deals with such matters as the content of law, custom, precedent. The emphasis is upon formal, authoritative teaching of facts in a systematic way. There are certain divinely revealed truths and the task of the teacher is to communicate them to the students, quoting appropriate authorities, upon which he might build. This method of teaching, Dr McCaughey suggests, is to do with the "what" questions which are in students' minds.

Blocked

The second model of teaching arises from the guilds, and their successors, the universities, of the mediaeval period. These are concerned with the process of emerging groups of people seeking to gather technical knowledge and formally depositing it in an institutional context which would assist in the teaching of the emerging professions and trades as they established their own freedom and autonomy from ecclesiastical control. Generally speaking, this method of learning relates to the "how" questions.

Thirdly, the Socratic and Platonic methods of teaching are concerned with exploring reality, of analysing concepts and of engaging in dialogue and debate. Such questions are more concerned with the "why", of seeking to understand why certain matters are so in the order of things.

It probably needs to be said that modern universities have largely rejected the first model and are currently under great pressure to reduce their emphasis upon the third model in favor of the second, in order that national labor market requirements can be met and

university education can become better tailored to the new efficiency demands.

One would want to agree with Dr McCaughey that there are dangers in this approach, particularly when some of the fundamental truths about our world are ignored and our capacity in analysing them is reduced.

Along with the church, the universities represent one of the few institutions that can truly be described as free and capable of pursuing a sustained analysis of society which may vary from the political orthodoxies of the day. That freedom is fundamental to the historic role of a university and to the sustaining of our democratic way of life.

Urgent need

I want to now examine what universities can do in promoting justice.

First of all, a word about students themselves.

I refuse to believe that today's young people lack a sense of idealism. They have not fully given themselves over to the new pragmatism, although it may be true that their idealism is more latent

• Continued p18



• Above. The interior of the Large Chapel showing some of the brilliantly colored stained glass windows designed by Les Kossatz. Top. Internally and externally, the Religious Centre is one of the most interesting buildings on campus.

Learning to weed between the pines

What exactly is a weed? Just about anything from a small triffid-like plant in the front garden to a large tree, says the co-organiser of a conference on weed science to be held at Monash later this month.

According to Mrs Andrea Lindsay of the Graduate School of Environmental Science, weeds must be defined in terms of human concerns. What may be for some an attractive creeper is for others an unwelcome intrusion.

In Sherbrooke Forest, the ever-popular ivy grows unchecked and has already smothered a number of the region's indigenous trees. Even the ubiquitous pine tree is referred to as a weed in areas where it has invaded native forests.

Organised by the Weed Society of Victoria (Inc) and the graduate school, *Weeds on Public Land* will be a two-day conference for people interested in weed and vegetation management.

The conference will be opened by the Minister for Conservation, Forests and Lands, Mrs Joan Kirner, whose department is responsible for weed control in the public domain.

Among the speakers will be the well-known English botanist, Professor David Bellamy, and consultant weed scientist, Dr Bill Parsons.

Weeds on public land present governments with a complex problem, says Mrs Lindsay. Affected areas can range from state forests and national parks to public reserves, roadside verges and the narrow strip of land surrounding railway tracks.

In regions where they grow profusely, weeds such as blackberries often prevent access to reserves and creeks. With their rapid growth rate they displace indigenous plant life resulting in a loss of a food source for native animals.

And as some weeds, especially introduced annual grasses, tend to dry out more than the indigenous plant life in summer, they also create an increased fire risk.

With very few exceptions, weeds are exotic plants, says Mrs Lindsay.

Generally, it is only when Australian species begin to thrive outside their normal environment that they are classified as weeds. One example is the recent spread of silver wattles to southern New South Wales from their native Victoria.

Among the issues to be discussed at the conference will be the development of appropriate weed control strategies.

In the past, says Mrs Lindsay, 2,4-D and 2,4,5-T were sprayed on affected public land. But as a restriction has been placed on their use, scientists must look to alternative methods.

Biological control, such as using an enemy fungus to retard a weed's growth, is high on the list. In some cases, a change in fire regime or encouraging more vigorous competition from indigenous species will have the same effect as a weedicide.

Research so far indicates that such methods may limit weed growth to a point where native flora is again able to dominate the local ecosystem.

During the conference, a book on the benefits of trees to Victorians will be launched by the Minister for Agriculture and Rural Affairs, Mr Evan Walker.

Written by Monash students as part of their Master of Environmental Science degrees, and co-edited by Mrs Lindsay and Mr Rob Youl of the Department of Conservation, Forests and Lands, *Victoria Felix: Improving Rural Land with Trees* is intended as a reference for all land managers, including farmers, hobby farmers and even suburban gardeners.

The weed conference will be held on 19 and 20 May and costs \$100 for two days (or \$60 for one day). For further information, contact Madelon Lane of the Keith Turnbull Research Institute on 785 0111.



• Weeds: A threat to garden and forest.

'Intelligent' robots to take part in display

The department of Electrical and Computer Systems Engineering will present a range of displays covering the wide interest area of the department.

For example, in the Computer Vision and Robotics Laboratory of the department, research on Artificial Intelligence is concerned with robot vision, range sensing, trajectory planning and navigation for both robot manipulators and mobile robots. During Open Day, robots will be on display which incorporate the implementation of some of these important features.

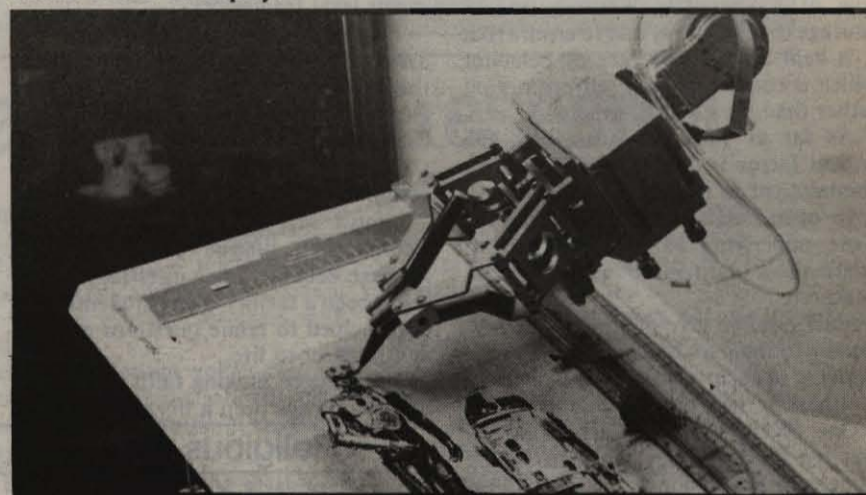
Of particular interest in work relating to mobile robots is determining a robot's position in a room. This is accomplished using an ultra-sonic, computer-based system. A computer simulation of this position finding procedure will be on display.

In the High Voltage Laboratory, the operation of the Tesla Coil and Impulse Generator will be demonstrated. These displays deal with the production of high voltages which are used for experimentation and testing.

As a demonstration of an Expert System, a computer-based adviser will be available for helping students with engineering career decisions.

The Electrical Machine Laboratory will include displays of electrical power apparatus, electromagnetic devices and power electronics as applied to machine speed control.

— Michael Conlon



• A thinking robot awaits the muse.

Summer vocations

A scheme which finds paid summer vacation work in Britain in studies-related areas has benefited more than 3000 Australian and New Zealand students over the past 25 years.

The British Australian Vocational Exchange (BAVE) scheme gives students the opportunity to combine the adventure of travel with the challenge of meaningful work experience. All BAVE jobs will be paid a minimum of 100 pounds a week and many will be paid more.

In 1988-89, BAVE expects the majority of jobs it administers to be in the fields of business studies, commerce, computing, engineering, electronics and laboratory work.

The official starting date for work placements this year is 5 December. Application forms are available from: The Graduate Careers Council of Australia, PO Box 28, Parkville, 3052.

A leaflet outlining the scheme may be perused in the Information Office, 1st Floor, Gallery Building.

Monash Reporter

The next issue will be published in the first week of June, 1988.

Copy deadline is Friday, 27 May, and early copy is much appreciated.

Contributions (letters, photos) and suggestions should be addressed to the editor, Lisa Kelly, Information Office, Gallery Building, or ring ext. 2085.

Monash Reporter letters

1. Make sure each pronoun agrees with their antecedent.
2. Just between you and I, the case of pronouns is important.
3. Watch out for irregular verbs which have crope into English.
4. Verbs has to agree in number with their subjects.
5. Don't use no double negatives.
6. Being bad grammar, a writer should not use dangling modifiers.
7. Join clauses good like a conjunction should.
8. A writer must not shift your point of view.
9. About sentence fragments.
10. Don't use run-on sentences you got to punctuate them.
11. In letters essays and reports use commas to separate items in series.
12. Don't use commas, which are not necessary.
13. Parenthetical words however should be enclosed in commas.
14. Its important to use apostrophes right in everybodys writing.
15. Don't abbrev.
16. Check to see if you any words out.
17. In the case of a report, check to see that jargonwise, it's A-OK.
18. As far as incomplete instructions, they are wrong.
19. About repetition, the repetition of a word might be real effective repetition — take, for instance the repetition of Abraham Lincoln.
20. In my opinion, I think that an author when he is writing should definitely not get into the habit of making use of too many unnecessary words that he does not really need in order to put his message across.
21. Use parallel construction not only to be concise but also clarify.
22. It behooves us all to avoid archaic expressions.
23. Mixed metaphors are a pain in the neck and ought to be weeded out.
24. Consult the dictionary to avoid misspellings.
25. To ignorantly split an infinitive is a practice to religiously avoid.
26. Last but not least, lay off cliches.

— George L. Trigg (courtesy Physical Review)

Children, music meet in RBH

Each year at Robert Blackwood Hall, more than 22,000 schoolchildren are introduced to the world of music by the bands of the Australian army, navy and airforce and by orchestras from overseas.

This year's program promises a varied musical education for Victorian schoolchildren.

On Tuesday 21 June, the Royal Canadian Mounted Police Band, under the direction of band leader Randy Demmon, will perform for primary and secondary pupils at 10.30am and 1.30pm.

The band is well-known in its native land and is no stranger to international travel. A typical RCMP Band concert opens with a few popular tunes and is followed by songs and music from the big band era. As well as being members of the police force, each musician is a professional in his field.

Another overseas orchestra presenting concerts for schoolchildren this year will be the Hampshire County Youth Orchestra from England. They are also a much-travelled group — recent tours have included the United States, Alaska, and Australia in between regular performances at the Royal Albert Hall and on the BBC.

The orchestra will be performing at Robert Blackwood Hall on Tuesday 26



● A member of the Third Military District band sets the rhythm for local school children.

July at 10.30am and 1.30pm under conductor Edgar Holmes.

Concerts specially for primary schoolchildren will be presented by the Royal Australian Navy Band (conducted by Lieutenant Ashley Greedy) on Wednesday 7 September at 10.30am and 1.30pm, and by the Royal Australian Air Force Band (conducted by Squadron Leader Mike Butcher) on Wednesday 19 October at 10.30am and 1.30pm.

For further information and bookings, contact Robert Blackwood Hall on 565 3091.

Where in Melbourne's south-east can you stage anything from the world fencing championships to the ABC's acclaimed concert series, from the massive annual Science Talent Search to examinations and graduation ceremonies?

Robert Blackwood Hall is the Great Hall of Monash but its uses are not limited to the solemn events of the academic year. Instead the hall, completed in 1971 at a cost of \$1.2 million and with acoustics described as among the finest in the country, has become a popular venue for a wide variety of ac-

tivities from outside the university.

The irregular-shaped building, designed by the late Sir Roy Grounds, has an internal height of from 16.7m to 21.3m. An unusual feature is the processional ramp sloping down the northern wall which connects the hall with the University Offices. It is used by members of Council and academic staff for graduation ceremonies.

The hall boasts the splendid Louis Matheson Pipe Organ by Jurgen Ahrend, and the huge Lindesay Clark Window created by Leonard French which dominates the western wall.

● From page 16

than expressed at the present time. The role of a university is surely to encourage that idealism, and to ensure that it is kept alive in the face of behavior which is concerned with self-promotion rather than the good of others.

As far as staff are concerned, the critical factor is that they make a firm commitment to their students. The task is to open minds, to help students explore underlying value issues and to relate those matters to wider societal questions.

Staff need to give of themselves personally to their students, in a belief that students in turn will give of themselves to others in their professional lives.

One of the great concerns today is that we are breeding a race of highly competent professionals, in a technical sense, who though they are competent, do not see a great need to give of themselves to the people they are expected to serve. There is an urgent need therefore, to re-inject personal commitment and vocation in all professions, and university staff have an important role in communicating this to students, not only by word, but by example.

By the way they shape the content of curriculum, universities can also have an important role in promoting justice.

For example, Law Faculty at Monash began teaching new subjects like Social Security Law, Landlord and Tenant Law, and Consumer Law. As a result Monash Law School became a significant seed bed in providing the new community legal centres, with young lawyers, who were committed to advocacy in relation to the poor and the excluded.

The teaching of law from the point of

view of the consumer has played an important part in achieving greater balance in our legal framework.

The Sociology department too, has assisted growing numbers of people in the development of skills of social policy analysis and they have taken their place in welfare organisations and research institutes which seek to serve the wider community.

I must say, too, that the Religious Centre is a unique contribution by Monash because, in an inter-faith sense, it has been a facility where students have been helped to relate questions of faith and intellect to life.

The issue of making faith relevant to life has always been a burning question

Religious Centre 'a unique contribution'

and was regularly addressed in the old days of the Student Christian Movement.

The diminished numbers of students attending university religious societies over the past 30 years is not a result of a loss of faith on the part of students, so much as the failure of the churches to work with young people in their early formative years.

Unfortunately the only groups that have really been concerned about the young in a systematic way have been the fundamentalist evangelical groups. Thus the work of this Religious Centre and the chaplains of the university plays a vital role in helping to form a mature, reasoned and well-informed faith which will equip young people to live their faith out in public life in ways that will help promote justice and human well-being.

The fundamental issue for religion is to deal with the question of authority. It

is significant to recall that Jesus "taught with authority and not as the Scribes". In other words, instead of using ancient precepts or quoting authoritative sources he said, "I say to you". We hear the Beatitudes being read: "Blessed are the poor in spirit, blessed are the peacemakers, blessed are the persecutors for righteousness' sake" and so on.

These are profound axioms which are no longer up for debate, but are passed down from generation to generation and must never be lost. The study of religion, per se, looks at the status of these axioms and then examines how people have sought to apply them in practice, both at a private level and at a public level. Throughout history, people

have sought to enshrine those axioms in moral laws, which in turn have been reflected to some extent in civil laws.

When it comes to the question of faith we are reminded of the Hebrew definition of God, or Yahweh, which is "I am for whom I will be". This brings us right back to the fundamental question of identity, to the inner core of our reality as a human being made in the Divine Image. It also forces us to ask the question about our end, which is ultimately the transcending of ourselves and being transformed into the life of God. Christians uphold Jesus as the bearer of truth, of the Word of God, who stands in the place of God as the fulfiller of the law and the prophets, and who affirms that God and the universe are personal.

Having talked about the question of authority, of the status of religious axioms, the faith response, and the question of faith, we now need to examine the question of ethics. This is to do with

the human response to the divine imperative.

In the first lesson the prophet Micah asked the most fundamental question of all, "What does the Lord require of you?" The answer is really a summary of the whole prophetic message of the Old Testament. It is this: "to love mercy, to do justice and to walk humbly with your God".

The failure of any society to affirm the importance of mercy, justice and partnership with God will lead to its eventual demise. The role of a university must be to move beyond pragmatic considerations and to help in that important process of shaping community leaders who understand the importance of ethical imperatives, who seek to live them out in public life, and who understand the importance of public duty in the creation of a good society at any given time in history.

If these things are to happen, we must seek to re-establish the connection between questions of authority, faith and ethics, because you cannot effectively implement an ethic which is truncated and separated from the informing issues of faith any more than you can proclaim a faith which does not have practical outcomes.

Thus the great challenge for any modern university is to find means by which the various professions and disciplines can recover a sense of wholeness, by seeing that their own particular contribution to knowledge is set within a broad framework concerned with questions of truth and justice, and pursued in a free and inquiring environment.

Engineers ... 'Bourgeois and middlebrow'

Engineers have long recognised that they suffer from a poor public image. In the keynote address at a recent course run for engineers by the Centre for Continuing Education, the newly-appointed Dean of Engineering, Professor Peter Darvall, presented some often overlooked aspects of the engineering profession, as shown in this extract. The course, held at Normanby House and titled *Managing for Tomorrow*, was opened by Mr Jim Simmonds, the Victorian Minister for Local Government.

There is a fascinating book called *The Existential Pleasures of Engineering* by Samuel Florman. What I am going to say for the next few minutes is a precis, and some comments on certain parts of that book.

Existentialism, in case you have never been sure, is about relying on passions, urges and intuitions rather than on any formal philosophical framework. In the words of the hippies "If it feels good, do it".

In the "Golden Age" of engineering, roughly between 1850 and 1950, technology was almost idolised. Engineers were the benefactors of mankind. Every new great invention was greeted with wild enthusiasm. There were mighty bridges, trains, the Eiffel Tower, ocean liners, trolleycars, subways, automobiles, dirigibles, aeroplanes, telegraph, telephone, phonograph, movies, radio and television, tunnels, dams, skyscrapers, steam engines, dynamos, steel, petroleum and so on. All of these wonderful inventions were seen to be the creations of men and heroes of great adventure — the great engineers. They were much admired as professionals. One can think of the mighty Crystal Palace exhibition in 1851 in London which six million people visited.

Dark Age

These bold engineers, these adventurers, these risk-takers, were contributing and seen to be contributing greatly to the welfare of mankind by their rational application of scientific principles. It was even felt that the modern politics and society could be shaped in this way by these fine upstanding rational heroes. The great national pride that Australia felt in its Snowy Mountains Scheme was at the end of this golden age and went through to the 1960s.

Engineers clearly in that great age, the golden age of engineering, found their work thrilling in a very deep and elemental way, in the way that we think of when the word "existential" is used nowadays. There is a lovely expression that was used by the US Navy Seabees, who were construction battalions. Their boast was "can do" and we still talk of people as either "can do" people or not. "The difficult we do immediately", they used to say. "The impossible takes a little longer".

Then came a so-called Dark Age for engineering from roughly 1950 on. Think of some of the books of this period. Vance Packard's *The Waste-makers* about built-in obsolescence, Rachel Carson's *Silent Spring* about the devastation of the natural ecosystem by man-made pollutants, Ralph Nader's book *Unsafe at any Speed*, about the triumph of profit-making over fail-safe design, and Barry Commoner's *The Closing Circle* — how mankind was on the verge of destroying the air, the soil, the wildlife, water and foodstuffs, the entire ecosphere in fact. In this period developed a hostility towards technology.

To be an engineer was to be a spoiler of the environment. Engineering fell down on the social scale in a quite dramatic way and even to admit

you were an engineer almost prompted ridicule from the smarties of the day. The green and hippie revolutions came along. The technological environment was seen by them as oppressive and the people who were seen as responsible for that environment were the engineers, or at least they were blamed for it and vilified.

The ideals and dreams of the golden age of engineering seemed foolish and immature to these new sophisticates of the counter culture. What had happened, of course, was that the expectations of the golden age were far too adventurous and there occurred a wild oscillation between reverence and vilification of engineers and a distrust of engineering and technology in general.

Engineers are not heroes in the sense so adventurously claimed for them in the golden age, but they are not villains either. There is a slow readjustment back to a rational assessment of the role of engineers in society.

The main trouble with engineers has been their failure to recognise that life is complex. They have a very simplistic view in general of the world. They have made three major kinds of mistakes — those of human error, those of lack of imagination and those of blind ignorance. The practice of engineering is largely a continuing struggle to avoid making mistakes for any of these reasons.

Some of the blame for the less attractive features of modern life must be levelled at society itself. Having been served, society really has no right to blame professional engineers for its own shortsightedness. Society has a disconcerting way of unexpectedly changing what it wants, and engineers like any other professionals have not had much success in anticipating such changes. We must get better at it! Highways were created to satisfy an insatiable desire for personal travel freedom. Engineers never dreamed that one day people would decide that highways were ugly and unpleasantly noisy. Dams have sprung up like mushrooms. In Tasmania, engineers never dreamed that people would decide that the preservation of beautiful river valleys was more important than producing cheap power.

Homogeneous

The engineer is not a prophet, but his knowledge and analytical methods are sorely lacking in policy-making councils. If engineers could add some sophistication to their other attributes and move away from their drawing tables and computations to infiltrate society as leaders of business, of government, of community groups, then society's chances of coping with its problems would be markedly improved. Engineers will need to take into account the imperfections and absurdities of their fellow human beings. Consistency and commonsense, competence and integrity and a dash of sophistication — this is what the times demand of engineers.

The engineer is clearly not evil as many have branded him in the last thirty years or so. However, is he dull? Even people who have no grudge against tech-

nology think of the engineer as someone who is practical, analytical and non-emotional. Surveys show that engineers are bourgeois in their lifestyles and middlebrow in their tastes. Their interests are mostly limited to mechanical and technical matters on the one hand and the athletic outdoor life on the other. They are relatively indifferent to human relations, to psychology, to the social sciences, to public affairs, to fine arts, to cultural subjects and to other physical sciences.

It is safe to say that engineering, unlike many other professions, is composed of a homogeneous group of people with a fairly narrow range of temperamental variation. Part of this has to do with the fact that engineering education has moved towards greater reliance upon theoretical science.

Creative

Engineers choose their profession primarily because it promises interesting, creative work. They know before they come in that the monetary and prestige rewards are not of the highest rank. They are, as a group, relatively free of arrogance and affectation. Give these intelligent, energetic and unassuming people some heightening process and it helps to transform them from ordinary to much more interesting people.

Engineers, for the most part, derive great personal satisfaction from their daily activities, but when it comes to expressing that satisfaction they are particularly reticent. There is hardly any expression, passion or joy in what they do. They have been called "smoothed-down" men.

What has to be said and much more often is that engineering is fun and exciting work. It is a noble calling. It is something to be passionate about.

The women's movement has often complained about the way women are stereotyped by society through the kinds

of toys, books and activities that are fed to little girls, and the kinds of interests and manners they are expected to have. Similarly engineers are saddled with an image by society. It is moulded by others.

How often at a dinner party when you have been asked by your neighbor what is your kind of work and you say "an engineer" have you received a kind of glazed-eyed look and immediately the conversation has been turned to something else. This is because the person talking to you has never had engineers express the excitement of their work to them in terms that they can understand. At the heart of engineering is existential joy.

An engineer experiences an existential thrill in designing, fabricating or using physical objects or even in solving problems using computers. You cannot prove this to be right or wrong. It is simply felt. We have the privilege of being able to delight in a well made object or in an elegant solution to a problem. More people would get more pleasure out of the world if they understood more about science and technology. More people should be able to savor the engineering creations of the world.

Special knowledge and skill and professional pride add further existential delight. There is nothing wrong about wanting to change the world and to get joy out of it. There is nothing wrong about the almost religious fervor that one can have in building great structures. The great medieval cathedrals are the best expression of this. There is nothing wrong about the joy of creativity which is an existential pleasure. There is nothing wrong about the gratification of helping people by providing engineering services, be they ever so simple as in the case of municipal engineering. The primary existential pleasure is the satisfaction of constructive activity. Many people don't have such satisfaction. You should feel sorry for them.

Careers in computers

The Monash University Society for Undergraduate Computer Scientists held a three-hour computing careers conference at the Alexander Theatre last month.

Speakers from the banking, manufacturing, information, oil and computing industries told an audience of more than 200 students what their companies offered graduates in terms of jobs, training, conditions and salary.

In the past, such meetings have taken place during lunchtimes. But, according to conference organiser, Sam Lau, president of Monash Young Engineers, there was a need for a more intense and ex-

tended discussion where students could consult with a range of industry representatives.

Among those companies attending the conference were IBM Australia, the National Australia Bank and the Shell Company of Australia Ltd.

The morning concluded with a barbecue where participants at the conference were able to talk in a less formal atmosphere.



● First-year student Susan Compaam (left) discusses a career in computing with Shell representatives Artems Georgiades and Trevor Jacobs.

Majority would not give embryos full rights

Justice Michael Kirby, President of the Appeals Court of the Supreme Court of NSW, recently visited Monash at the invitation of the Centre for Reproductive Biology to give the centre's Inaugural Occasional Address. Under the topic, *Sex, Science and Society*, Justice Kirby spoke about AIDS, in vitro fertilisation, the rights of individuals and the rights of society. An extract from his address appears below.

The increasing interest of politicians and bureaucrats in the regulation of aspects of artificial conception has now resulted in strongly expressed opinions from those who contest the proposition of the groups in the community who believe that an embryo and a foetus are "human beings in potential" and therefore entitled to the full panoply of the law's protection.

It seems tolerably clear that this view of the moral status of the embryo is not held by the great majority of the people of Australia.

For instance, a recent opinion poll showed the continuance of the shift in Australian community opinion about abortion. A poll conducted in March 1971 had found that the Australian community was at that time significantly split on the issue.

Thirty eight per cent regarded abortions as "wrong and dangerous" in any circumstances. Forty per cent considered that they were sometimes "right or harmless".

Flimsy

Since that poll there has been a growing drift of opinion such that a poll* conducted at the end of 1987 produced the following results:

To the question "do you approve of abortion?" the aggregate answers given were:

Yes — 19 per cent; in some circumstances — 66 per cent; no — 14 per cent; don't know — 2 per cent.

To the question "do you approve of abortion if the child is seriously deformed?", 82 per cent said yes, 9 per cent said no and 9 per cent did not know.

A similar response was given to the question about approval if the mother had been raped.

But to the question "do people have a right to abort if unhappy with the sex of a child?" 7 per cent said yes, 89 per cent said no and only 4 per cent were undecided.

Although this series of recent polls reveals a core of about 7 or 8 per cent who would not approve of abortion in any circumstances, it also shows that the great majority of Australians are perfectly willing to contemplate abortion sometimes and, by inference, therefore do not hold the view that a foetus — still less the early embryo — is entitled to the full protections which the law would accord to human beings, including the protection against deliberate killing.

Opinion polls on approval for IVF procedures reflect similar shifts in public opinion. They show the transiency of Australian public opinion on moral questions of this kind — providing a flimsy rock on which to ground prohibiting legislation which would appear to command no clear community support.

More fundamentally, questions are now being asked concerning the role of legislators in dealing with the issues of artificial conception.

Associate Professor John Funder (Monash) has taken to the conference podium and even the airwaves to castigate lawyers and legislators for entering the field of IVF.

He thinks the subject should be left to self regulation by the scientists. So far as he is concerned, IVF should be "untrammelled by the law". He suggests that this is so because young people should be entitled to opt for an IVF child, just as they can for a boat or a new car.

The defect in this consumerist argument is that great public costs go behind supporting the IVF program. This fact gives the community a legitimate interest in IVF, if only on economic grounds.

Secondly, Dr Funder argues that there is no difference in principle between *in vitro* and *in vivo* conception. However, there are significant differences to the purposes of law.

Once procreation is separated from ordinary sexual intercourse, a multitude of issues are presented which simply have to be solved.

They include what is to be done to the unused embryo conceived *in vitro*? May the spare embryos be used for experiments? If so, for how long may they be kept and so used? Is there to be (as Queensland now proposes) a limit on surrogacy arrangements? If not, may costs be charged for donations and for surrogacy expenses? Does it offend principle to contemplate the commercialisation of such important human activities?

The problem for Dr Funder and others of his opinion is that the law is already in there. It already has relevant rules which may be extended by analogous reasoning to deal with the consequences of IVF.

In the common law system there is ultimately no vacuum. If necessary, the judge will derive relevant laws by reasoning from judicial precedents in earlier quite different situations.

One can readily sympathise with Dr Funder's objection that those who shape the applicable legislation should be as knowledgeable as the scientists and technologists — and as sensitive to the predicament of the people whom the scientist and technologists are seeking to help.

Beyond doubt

But the appeal for lawyers and legislators to pack up their bags and go away is likely to fall on deaf ears. The community has opinions about the subjects of bio-ethics. Those opinions may at present be ill-formed, and even ill-informed. They are constantly shifting, as the change in opinion about abortion reveals.

It is obviously desirable that before laws are made by Parliament or by judges, the decision makers should have the best possible information and arguments with which to inform their choice of law. But that this is a legitimate territory for the law's operation is really beyond doubt.

The question is not whether law is needed and whether it will come. It is whether, in the design of our laws, we ensure that they are not knee jerk reactions, grounded in ignorance, unaware of relevant scientific knowledge and indifferent to personal utility resting on nothing more than prejudice or moral notions developed in quite different times? Or whether, by appropriate in-



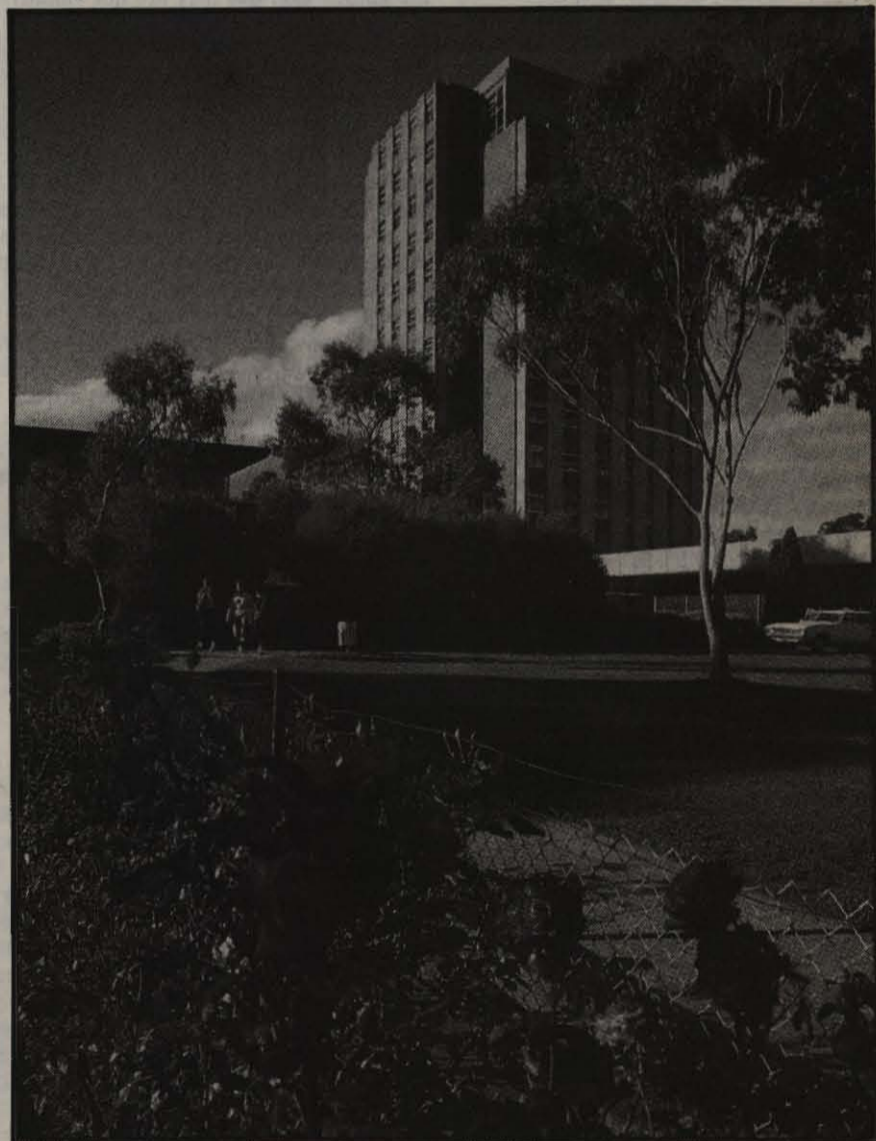
● An IVF team at work.

stitutional arrangements of law reform we can do better? You will not need to guess my preference.

I hope that the new National Committee will give a well informed lead on these subjects. It should form a legal and legislative subcommittee. It should

use the techniques of public and expert consultation developed by the Law Reform Commission, in the advice it gives Governments and Parliaments on these questions.

*Saulwick Age Poll, *The Age*, 7 December, 1987.



The Monash Halls of Residence are an integral part of the university's north-eastern skyline. Together they house 1000 students, senior residents and staff, making up one of the largest accommodation complexes in the southern hemisphere. Each of the five halls is co-educational and is supervised by a warden appointed by the University Council.

Following a tradition observed throughout Monash, the halls are named after famous Australians — Deakin, Farer, Howitt, Roberts and Richardson.

For about 18 weeks a year during vacations the halls are made available

for residential conferences, family and individual holidays and for prospective students from country areas wishing to taste university life. The dining rooms can be booked separately for seminars, receptions and business functions. The halls are available for non-residential conferences throughout the year.

Separate on-campus accommodation is available to students in second year and above in the 31-flat complex opened in 1976 near the corner of Wellington and Blackburn Roads, and Mannix College in Wellington Road has accommodation for 220 undergraduates.



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LONDON MDCMXXIX

Lord Byron was one of the few 19th century poets admired by Jack Lindsay, as Byron's outlook on life was in harmony with the philosophy of the Fanfrolico Press. Other items in the exhibition include *Lysistrata*, the handsome first book of the press, printed in Sydney in 1925 by John Kirtley, Jack Lindsay and Philip Lindsay. The Monash copy is No. 114 of an edition of 136. Photos — Tony Miller and Richard Crompton.

Works by another famous Lindsay

Works from one of Australia's best known and most handsome private presses, the Fanfrolico, are now on exhibition in the Monash Main Library.

The exhibition is the second in a two-stage presentation of works from hand-presses, and contains all the books published by the press as well as a number of ephemeral items.

It was opened by Mr John Arnold, La Trobe research librarian at the State Library, who provided material from his private collection to supplement the university's Fanfrolicana.

The Fanfrolico Press was founded in Sydney in the early 1920s by Jack Lindsay (poet, sometime Bohemian and son of Norman Lindsay) and John Kirtley (stockbroker's clerk and collector of

fine books).

Their first publication, a book of verse by Jack entitled *Fauns and Ladies*, was produced in an edition of 210 copies in May 1923, and was one of a number of Fanfrolico items containing woodcuts and other illustrations by Norman Lindsay.

The Fanfrolico Press: An Exhibition of Fanfrolicana can be viewed this month on the first floor of the Main Library during opening hours: 8.30am to 10pm Mon-Thurs; 8.30am to 6pm Friday; 10am to 5pm Saturday and Sunday. It is free and open to the public.



The State Library's Mr John Arnold pictured with Monash special projects librarian, Mrs Susan Radvansky. The photos, showing the founders of the press, are part of the display.

The four on-campus libraries hold more than 1.25 million volumes and subscribe to about 14,000 periodicals each year. The largest holdings are in the Main Library which has works mainly related to the social sciences and humanities. It serves the faculties of Arts, Economics and Politics, and Education. Special collections of periodicals, newspapers and government publications are also housed there, as are audio-visual materials and rare books.

The Hargrave Library, named after the noted inventor and aircraft designer, Lawrence Hargrave, has material related to the physical sciences and engineering. The Biomedical Library serves the needs of students and staff in the biological sciences and medicine. Most clinical materials is held in sub-branches of the library located in university-affiliated hospitals. The Law Library serves the Faculty of Law and it also gives the public access to information on legal matters which is not available elsewhere.

Widening the Friendship

Friends of Monash University is a social and fund-raising organisation which welcomes members from inside and outside the Monash community. The honorary secretary, Mrs Yvonne Wilson, reports.

Friends of Monash University is up and running for 1988. The committee is pleased that after months of discussion and planning, the Parent Orientation Day, the garage sale and the morning coffee proved to be most successful.

Over 600 people attended the Orientation Day resulting, to date, in 210 interested people joining and more subscriptions arriving daily.

The garage sale was profitable for the Friends, the stall holders and the customers alike. The profit to the Friends was over \$900, combined with a happy social event.

The morning coffee, although lower in numbers this year, still played an important role in providing an introduction to the university for those unable to attend the Orientation Day.

The Annual General Meeting of Friends of Monash University Inc was held in the Banquet Room of the Union

on Tuesday 29 March. Dr Barry McGow spoke on *Winds of Change in Higher Education*, a very relevant topic. Question time generated lively discussion over a delicious supper.

The new office bearers and committee will hold their first social function for the Friends in the Banquet Room on Wednesday 4 May, starting at 8pm. Professor Lance Endersbee will talk on *Exciting new Developments between Monash University and Industry*. There will be a charge of \$6 per person payable at the door.

You are assured of a lively evening so do come along. You will meet other interested people and enjoy a nice supper.

Friends of Monash University invites all interested members of the community to join and enjoy our social functions. We are working for your university. Please return the subscription form and you will receive news and information about coming events.

FRIENDS OF MONASH UNIVERSITY

Subscriptions

I wish to subscribe to the Friends of Monash University for the year March 1988 to February 1989. I enclose:

as annual subscription for the family \$10.00
as a donation to the work of the group \$

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Monash University, Wellington Road, Clayton, 3168

Donations over \$2 are tax deductible.

The who, what, why and where of the Etruscans

The department of Classical Studies will hold a one-day seminar next month on the origins and influence of the Etruscan people.

The Etruscans' contribution to Western culture, unlike that of the Hebrew, Greek and Roman traditions, is frequently ignored says senior lecturer in Classical Studies, Mr Saul Bastomsky. Yet the Etruscans had a lasting effect on the people of ancient Rome, both politically and culturally.

Between the seventh and second centuries BC, this highly sophisticated race inhabited that part of Italy we now call Tuscany, a region abutting an area whose chief city was Rome. Indeed, Rome may have been named by the Etruscans who ruled there in the late sixth century BC, Mr Bastomsky said.

Many aspects of Etruscan life still remain a mystery. Although this race used the Greek alphabet, their language is unfortunately indecipherable. Even their origins are a matter of controversy.

Were they immigrants or an indigenous people?

And if the Etruscans, whose tomb paintings are some of the most remarkable creations in antiquity, were immigrants, when did they arrive in Italy?

All these questions will be examined at the seminar, to be presented on Sunday, 19 June. It will cost \$40 (concession \$30) and will be limited to 35 participants.

For further information contact the department of Classical Studies (565 3250) or Mr Bastomsky on 565 3257 or 509 4765 (AH).

● Saul Bastomsky examines two Etruscan vases from the Classical Studies Museum at Monash. The vase on the left is an Etruscan black-figure amphora attributed to the Micali Painter and dated to 510-500 BC, while the one on the right is a black Bucchero ware Etruscan chalice dating from 610-590 BC. Participants in the Etruscan one-day seminar at Monash will be able to discover why the decorations on the artifacts are so different. Photo — Tony Miller.



The benefits of private enterprise

A second organisation has been formed at Monash to tap the commercial potential of the university's expertise and enterprise.

Unlike Montech, this one will be marketing a single commodity — information.

It will function only as a broker to commercial and industrial firms whose operations can be made more efficient and profitable through possession of the information.

A second difference is that the new group is a purely private enterprise. Income is to be distributed among the par-

ticipating members and not ploughed back into the campus sods.

However, it is anticipated that the university will benefit indirectly through the general improvement in morale. Fewer fixed-term lecturers will leave halfway through a lecture when lured by offers of permanent employment at institutions like Fitzroy Crossing CAE, Surfers Paradise, College of Biblical Physics or even the 007 James Bond University.

Already one senior lecturer, denied her readership for the 26th consecutive year, has retracted her resignation and

declined the offer of a personal Chair at Oxford.

It is understood that there is a move among tutors and senior tutors to abandon a planned appeal to the tribunal lest their deans' knees jerk in the conventional reflex and establishment is further reduced, preventing some tutorial staff from qualifying for inclusion in the new group.

This entrepreneurial enterprise is to recruit members from all faculties, according to operational need and opportunity.

It will utilise items of university equipment not actually in use at the time to acquire images from the latest generation high-resolution satellites. Each of these passes over Melbourne about every 10 days. Members from as yet undisclosed departments will process the images to extract commercially valuable information.

In the initial development phase, this will be restricted to coverage of the south-eastern suburbs. Information from the processed images will be selected by members from yet other departments. Using the special skills of their respective disciplines and the Yellow Pages they will identify appropriate buyers and arrange marketing of the information.

A computer locates the imagery source geographically and translates it into street-number data. Through a complex network involving an informal extension to a public telephone on the campus, it is also possible to identify by name and home address the users of the premises which have been thus located.

On a trial run of the scheme during September and October, the group located and identified 73 young upwardly-mobile professional men who, with the help of an unnamed member of the Medical Faculty, were recognised as being in the incipient stages of acute trichomadesis.

Their names and addresses found an eager market among the local hair treatment clinics and 15 of the patients have



since made generous donations to the group's sinking fund. The well-known ECOPS member who devised the portfolio in which the proceeds of the sales were invested has since resigned.

The new organisation is a subsidiary of the Monash University Club Barproppers Collective, Inc and is registered under the company name of Peek-a-Booze Pty Ltd. Membership is open to academic staff who are able to produce satisfactory evidence of not having published anything in the last five years.

George Silberbauer
Anthropology and Sociology

IMPORTANT DATES

- The Registrar advises the following important dates for students in May.
- 2 Second Term begins for Medicine VI (Alfred Hospital) students.
 - 6 Graduation Ceremony — Education, Law and Medicine
First teaching round ends Dip.Ed.
 - 9 Second Term begins for Medicine IV
 - 14 First Term ends
First Term ends for Medicine I, II and III
Study break begins for LL.M. by coursework
 - 18 Graduation Ceremony — Arts
 - 23 Last day for discontinuance of a subject or unit taught and assessed in the first half year in Dip.Ed.Psych., B.Ed.St., B.Sp.Ed. and M.Ed.St. for it to be classified as discontinued.
If a subject or unit is not discontinued by this date, and the examination is not attempted or assignment work is not completed, it will be classified as **FAILED**.
In exceptional circumstances the dean may approve the classification of a subject or unit as discontinued between 18 May and the end of the appropriate teaching period.
 - 30 First half-year resumes for LL.M. by coursework



● Stuart Higgins, of Geelong, was this year's winner of the J. W. Dodds Memorial Medal as outstanding final year student in the Monash Mechanical Engineering course.

The medal, marking a long-standing relationship between the university and the engineering firm of Clyde-Riley Dodds, is awarded on the basis of three criteria: scholastic achievement, potential as a practitioner, and insights and understanding of mechanical engineering in Australia.

Stuart is shown receiving the medal from Mr R. G. Austin, manager of engineering, Clyde-Riley Dodds, at a ceremony in the department of Mechanical Engineering after the graduation on 20 April. Photo — Eddie O'Neill.

Student Theatre group goes for 'outreach'

The Student Theatre group at Monash is keen to swap props and costumes with local amateur theatre groups.

And the public is also welcome to get involved with *Community Theatresports*, which is held each Tuesday from 1-2pm at the Alexander Theatre.

The Student Theatre co-ordinator, Jedda, says *Community Theatresports*, based on the original ABC program, involves contests between dramatic groups or teams, with a Hanging Judge, Scorekeeper, Time-keeper, Student Musicians, Minties (yes, the moments-like-these ones) and with professional support.

This year's Student Theatre program includes an "acting intensive" week from May 16-20 for students, non-students or students from other campuses.

The participants will receive 24 hours

of tuition in theatre skills, including mask-making, improvisation and bouffon (traditional European grotesque clowning).

The fee will be \$30 dollars. Interested people should contact the Student Theatre office on 565 3108, or call in, put their names down, and leave a \$15 deposit.

Other diary dates are a Monash University Musical Theatre Co (MUMCO) production of *Sweet Charity* from June 15 to 26, a Monash Modern Dance Club (MODS) revue from June 6 to 18 and the PLAYERS Monash University revue from August 1 to 12.

Student Theatre will try to find a student MC for *Theatresports* in second term, Jedda said. They have obtained a paid student as pianist and he is developing his own character.

Jedda's 25-hour-a-week job involves suggesting theatre activities, advising, teaching workshops, being a resource person, handling funds and talking to students. MUMCO, MODS and the PLAYERS come under her Student Theatre umbrella.

She has an assistant who works 15 hours.

Jedda (her chosen name) graduated from Monash, majoring in English.

She has a Diploma in Education. She became interested in theatre through her early training in classical dancing.

After graduation she became a drama teacher in high schools and performed in fringe theatre in Melbourne as an actress and director.

When she had time, she did freelance directing and acting. She says her main claim to fame is her motorbike ride from Darwin to London.



● Jedda with props.



● Although Monash boasts a wide range of clubs and societies for its students, cross-campus dancing is not one of them. Here, Alison Louey-Gung and David Kershaw of the Ballroom Dancing Society trip the light fantastic outside Robert Blackwood Hall during orientation.

MAY DIARY

The events listed in this diary are open to the public. Other events of interest are described separately elsewhere in this issue.

ALEXANDER THEATRE

4: "THE MAGIC PUDDING" pres by The Marionette Theatre of Aust. School performances: until 20 May. Public performances: Sat 7, 14 10am and noon, Sat 21 4.30pm. Inquiries: ext 3992

MUSICAL — "Bye Bye Birdie" pres by CLOC Productions until 14 May. 8pm. Inquiries: 547 7837

19: REVUE — "Bayside Showtime" pres by Bayside Scouting Assoc. until 28 May. 8pm.

THE SATURDAY CLUB — Subscriptions available for the popular Blue Series. Live entertainment program for 8-12 year old children. Inquiries: ext. 3992

ROBERT BLACKWOOD HALL

8: EVENING CONCERT — "A night of musical excellence" by Bentleigh Progressive Synagogue, featuring the King David School choir, Anna Nagel, Joe Stupel, Geoff Sussman, The Mardardi Singers and the Melb. Mandolin Orchestra. 7.30pm. \$10.50. Bookings: 557 6933, 580 7871

9: LUNCHTIME CONCERT — Bill Coates 31 Note Group. 1.15pm. Admission free

15: EVENING CONCERT — Melb CAE Music Dept presents a spectacular 'musical mayhem'. Featuring big bands, wind symphony, clarinet

choir, string orchestra, choirs, plus a cappella and Jazz in the foyer at 6.30pm. Concert 7.30pm. Adults \$7, conc \$5

21: EVENING CONCERT — Melb Youth Music Council Concert pres Percy Grainger Youth Orchestra, the Melb. Youth Choir and the John Antill Youth Band. Adults \$7, conc \$4. Ticket inquiries: 690 8624

29: AFTERNOON CONCERT — Royal Melb Philharmonic Society Boys' Choir pres a musical afternoon to show the development of choral music based on the Kodaly Method of Teaching. Led by Andrew Blackburn. 2pm. Adults \$5, conc \$3.

LECTURES, SEMINARS, EXHIBITIONS

4: ENVIRONMENTAL SCIENCE SEMINAR — "Step families: Complexities, potentials and interventions" by Irene Arnal. 5.15pm. GSES Seminar Room. Admission free. Inquiries: ext 4624

GENERAL AND COMPARATIVE LITERATURE SEMINAR — "Post-modernism: A case study of the theory and practice of innovation?" by Margaret Rose. 3.15pm. Rm 310, Menzies Bldg. Admission free. Inquiries: ext 2159

ZOOLOGY SEMINAR — "Feeding ecology and life histories of macro-pods" by Assoc Prof A. Lee and G. Norbury. 1pm. Biology Bldg. Room 232. Admission free. Inquiries: ext 4648

5: AUSTRALIAN STUDIES CENTRE LECTURE — "Contemporary Issues in Melbourne Architecture" by Ian McDougall. 5.15pm. R2. Admission free. Inquiries: ext 2159

5: SE ASIAN STUDIES SEMINAR — "Culture change by conference: Bandung, 1924" by Dr C. Coppel. 11.15am, Rm 515, Menzies Bldg. Admission free. Inquiries: ext 4993

ABORIGINAL RESEARCH CENTRE LECTURE — "Post-Contact History: the Reserves" by Ms Molly Dyer. 1pm. R6. Admission free. Inquiries: ext 3244

9: MONASH YOUNG ENGINEERS — "The Cape York spaceport" by Dr John Simmons. 1pm. E1. Admission free

10: BIOETHICS LECTURE — "Lies, comforting lies" by Prof Richard Ball. 8.15pm. Senior Common Rm, Mannix College. Admission free. Inquiries: 544 8895, 544 8896

CENTRE FOR CONTINUING EDUCATION WORKSHOP — "Identification of incest and support for families". Normanby House. \$65. Inquiries: ext. 4718

AUSTRALIAN STUDIES CENTRE LECTURE — "The film as film and not as product" by Paul Cox. 5.15pm. R7. Admission free. Inquiries: ext 2159

11: MANAGEMENT SEMINAR — "Pay, participation and efficiency — Restructuring office work in the Australian public service" by Dr Chris Selby-Smith. R7. 6.30pm. Admission free. Inquiries: ext 2400, 2368

12: ZOOLOGY SEMINAR — "Functional morphology in the avian feeding apparatus" by Dr D Homberger. 1pm. Biology Bldg.

Room 232. Admission free. Inquiries: ext 4648

ABORIGINAL STUDIES CENTRE LECTURE — "Food and Nutrition" by Dr Beth Gott. 1pm. R6. Admission free. Inquiries: ext 3244

SE ASIAN STUDIES SEMINAR — "Sukarno as Artist" by Dr A. MacIntyre. 11.15am, Rm 515, Menzies Bldg. Admission free. Inquiries: ext 4993

17: CENTRE FOR CONTINUING EDUCATION WORKSHOP — "Youth stress and the risk of self harm". \$50. Inquiries and registration: ext 4718

19: ENVIRONMENTAL SCIENCE AND WEED SCIENCE SOCIETY OF VICTORIA SYMPOSIUM — "Weeds on public land — An action plan for today". 8am until May 20. Registration and inquiries: 785 0111.

23: CENTRE FOR CONTINUING EDUCATION COURSE — "Structural integrity of bridges". \$795. Inquiries and registration: ext 4718

MONASH UNIVERSITY GALLERY

4: EXHIBITION — Robert Morris: Recent works — Adelaide Festival of Arts Exhibition. Tues-Fri 10am-5pm Sat 1-5pm until 14 May. Admission free. Inquiries: ext 4127

10: LECTURE — "Robert Morris and his Apocalypse" by Prof Margaret Plant. 6pm. Gallery Theatre, Gallery Bldg. Admission free. Inquiries: ext 4217

26: LUNCHTIME SCREENING — "Hiroshima, Mon Amour" by Alain Resnais, in conjunction with Robert Morris Recent Paintings. 1.15pm. Gallery Theatre, Gallery Bldg. Admission free. Inquiries: ext 4217

Something for everyone at the Monash market

Andrew is doing Economics/Law and Tony, Economics. They are picking up a little basic knowledge about supply and demand, marketing and law each Friday at the Monash Market.

In the first place they had the idea to market SOMETHING. Everybody wanted to buy mother SOMETHING for Mothers' Day. Everybody wanted to give SOMETHING as a birthday present. You, your spouse or your partner think they can't cook — SOMETHING will change that.

So they put up SOMETHING posters around the university, whetting the appetite. Then they launched into their five-week plan but SOMETHING was not quite right.

For instance, when they set up their SOMETHING stall near the Monash Post Office, they learned a little law: you can't interfere with regular flows of traffic. So they were moved on.

And in the first weeks the demand for SOMETHING hasn't been what they expected.

There is not, they find, a big proportion of the university's 17,000 community that is heavily into HERBS AND SPICES, either in little pots or in bulk (even though one of the dads is helping by supplying the raw materials from a family business at a good price).

However, they are philosophic about SOMETHING. If the demand doesn't pick up they will do SOMETHING about it. Maybe they will diversify the SOMETHING range (SOMETHING ELSE or SOMETHING ELSE AGAIN?).

Or they might branch out into a second part-time job.

Whatever they do, they have rewritten the old adage: SOMETHING VENTURED, SOMETHING GAINED.



• The Monash market is open every Friday in the courtyard between the Union building and the Arts and Crafts centre. Many stall-holders are regulars at markets around Melbourne, but some, like Andrew and Tony (above) and Sarah (below right) are newcomers to the market scene. Tony and Andrew have SOMETHING for everyone, but they are rapidly learning about the laws of the marketplace. Sarah will make colorful bow ties, hair bows, cummerbunds and hankies to order. Photos — Richard Crompton.



• Left. Overheard: You know, I have never sold a small jumper to a man, whatever his size.

Universities at Expo 88

About one million visitors are expected to see the first university pavilion at a world exposition — the "UNivations" exhibit at World Expo 88 in Brisbane from April 30 to October 30 this year.

The "UNivations" pavilion will be built on the theme "University Research — the Basis for the Age of Technology", to complement the Expo theme of "Leisure in the Age of Technology".

Organised in three main segments (water, land, and space and communications), the display will give a glimpse of university research and its fundamental importance to social and technological advancement.

It has been designed so that visitors can walk through for a quick overview, or linger for as long as they like in areas which particularly interest them.

The pavilion will also include a radio studio, from which Australia's national radio broadcaster, the ABC, will transmit daily throughout Expo.

"UNivations" will do more than project an image of Queensland universities to a worldwide audience, according to pavilion commissioner Mr Alan Coulter, director of the University of Queensland's Prentice Computer Centre.

It will also provide course information for prospective students, and encourage more people to consider university study among their career options.

But the display's greatest contribution by far, Mr Coulter said, would be to demonstrate that universities were part of the communities they served, and that their teaching and research made positive contributions to national development.

